

# The Five Behaviors®: Team Development Virtual Facilitation Activities

In this document, we provide some guidance for running a virtual *The Five Behaviors®: Team Development* session. The overview provides a high-level look at the activities and options, followed by a more detailed description of each activity. The instructions presume that you have access to a *The Five Behaviors: Team Development Facilitation Kit*. We encourage you to be creative with these ideas, given your situation and the capabilities of your virtual delivery platform.

## Overview

Topic	Activity	Requires	Time (mins)
1. Introduction to The Five Behaviors	1.1 Icebreaker	Poll	10
	1.2 Learn About the Five Behaviors Model	Ability to show video	25
	1.3 Reflect on Team Strengths and Challenges	Poll	25
2. Building Trust	2.1 Define Trust	-	2
	2.2 Personal Histories Activity	-	33
	2.3 Introduce DiSC®	Ability to show video	30
	2.4 Review Trust Behaviors	Poll	15-20
3. Mastering Conflict	3.1 Define Conflict	-	2
	3.2 Conflict Continuum	Ability to show video; optional whiteboard	10
	3.3 Discuss Healthy and Unhealthy Conflict Behaviors	Optional breakout rooms	5-10
	3.4 Discuss Team Norms Around Conflict	-	20

Topic	Activity	Requires	Time (mins)
4. Achieving Commitment	4.1 Define Commitment	-	2
	4.2 Top Priority Activity	Optional poll	45
	4.3 (Option A) Commitment-related Behaviors: Small-group Competition	Breakout rooms; poll	20
	4.3 (Option B) Commitment-related Behaviors: Solo Competition	Poll	15
5. Embracing Accountability	5.1 Define Accountability	Ability to show video	5
	5.2 The Value of Feedback	Poll	40
	5.3 Accountability Behaviors	-	10
6. Focusing on Results	6.1 Draw the Connection Between Accountability and Results	-	5
	6.2 Understanding Results	Ability to show video	8
	6.3 Overcoming Distractions	Optional poll	12
7. Action Planning	7.1 In-depth Action Planning	-	30

## General Tips

- Ask participants to have paper available to jot down observations. This will help make the learning more concrete.
- Try to keep your session(s) under 90 minutes; don't try to do all of the activities described below in one session.
- If you do not have the ability to post a poll, you can show a screenshot of the poll with numbered options and ask participants to chat their response.
- Although some webinar platforms allow you to stream a video from a PowerPoint® presentation, this can sometimes provide choppy viewing for participants. Consider using Wiley's Video Streaming Service, which provides a consistent video viewing experience by sharing the links to each video with participants. If you're already using the service, you'll need the individual links provided for each of the videos. If you're not using the service, but are interested in doing so, please visit <https://www.mindlabconnect.com/landingpages/video-streaming.aspx>

Note: All references to the Facilitator's Guide in this document refer to the **One Day** version of the facilitation.

## Topic 1: Introduction to The Five Behaviors®

### Activity 1.1: Icebreaker (10 min; poll)

Ask participants to think of a bad team they have been on in the past. Assure them they will not be asked to identify the team. Then tell them they are going to be given a series of quick polls. Push the polls below to participants in succession. Show the results after each poll but do not spend much time processing those results until the end.

On that team, how much did people trust one another?

- A lot
- A moderate amount
- A little
- Not at all

On that team, were decisions discussed in a fair, open way that led to good outcomes?

- Yes
- Kind of
- Not at all

On that team, did people follow through on their commitments?

- Yes
- Kind of
- Not at all

On that team, did people give one another constructive, timely feedback when there were problems?

- Yes
- Kind of
- Not at all

On that team, how much was accomplished?

- A ton!
- A moderate amount
- Not much
- We actually did more harm than good

After conducting the polls, comment that these aren't just problems that plague bad teams. In fact, most teams struggle with these issues to some degree. And as we'll see, these problems actually build on one another, each one making the next worse. But the good news is that there are things team members can do to avoid these dysfunctions, not only making their teams more effective, but also making their work far more enjoyable.

### Activity 1.2: Learn About the Five Behaviors® Model (25 min; ability to show video)

Show the Intro to The Five Behaviors® Model video. Then explain the five behaviors as described on pages 5–7 of the Facilitator’s Guide: Introduction.

**Note:** For video activities throughout, the direction will just say to “show” the video. If you’re using the Wiley Video Streaming Service, you should send the link(s) to participants and ask them to watch the video(s). If you’re not using the Wiley Video Streaming Service, you can instead play the video through the PowerPoint® deck.

### Activity 1.3: Reflect on Team Strengths and Challenges (25 min; poll)

Push the poll below to participants.

Which of the following behaviors do you think this team does the best at?

- Trust
- Conflict
- Commitment
- Accountability
- Results

Show the results of the survey and ask for a few people to share what they chose and why. Then push the poll below.

Which of the following behaviors do you think this team needs the most work on?

- Trust
- Conflict
- Commitment
- Accountability
- Results

Show the results of the survey and ask for a few people to share what they chose and why.

Next, have participants review the results of their team survey as described starting on page 8 of the Facilitator’s Guide: Introduction. Participants will first look at page 4 of their profiles and then page 37. Note that with regard to the virtual activities in this document, this will be the only time that participants review their team survey results. They will skip these results in other parts of the profile.

If this is the last activity they will be doing for the day, remind participants (especially if their survey results are low) that their results are not atypical and that the Five Behaviors process is designed to help the team get more practiced at these behaviors.

## Topic 2: Building Trust

### Activity 2.1: Define Trust (2 min)

Explain the concept of vulnerability-based trust as described on page 4 of the Facilitator’s Guide: Building Trust.

### Activity 2.2: Personal Histories Activity (33 min)

Conduct the Personal Histories activity as described starting on page 4 of the Facilitator's Guide: Building Trust.

### Activity 2.3: Introduce DiSC® (30 min; ability to show video)

Introduce the DiSC® model as described starting on page 6 of the Facilitator's Guide: Building Trust. Show the Explanation of Everything DiSC® Model video. Then have team members turn to page 9 of their profile. Because many of them may not have printed out their profile, you may want to ask them to jot down on a separate piece of paper two to three things that strike home for them and one thing they disagree with. Ask everyone to turn to page 10 of their profile and then ask each person to share one thing from their profile that really resonated with them as well as something that would surprise people or something that others don't know about them. While people are taking their turn, have others look at the appropriate DiSC quadrant on page 10 for context.

### Activity 2.4: Review Trust Behaviors (15-20 min; poll)

Ask learners to turn to page 11 of their profiles and review the top of the page. Be mindful of the notes provided on pages 7 and 8 of the Facilitator's Guide: Building Trust. Ask the team to discuss how these behaviors would help the team or how they have hindered it in the past. Then, take the five most frequently selected behaviors and post them in a poll as shown in the example below.

Which behavior do you think would most improve trust on the team?

- Let go of grudges
- Get to know each other on a personal level
- Shared professional failures and successes
- Readily apologized
- Were more forthright with information

Show the results and call out the top two as goals for the team to work on. Speak to these behaviors, offering some ideas on how a person might improve. For instance, with grudges, you may speak to how tempting they can be and how they are sometimes pleasurable to nurture even if we don't like to admit it to ourselves. The first step in overcoming a grudge is often admitting that we are, in fact, nurturing it. Next, when we find ourselves ruminating or acting on the grudge, we can ask ourselves some simple questions like, "Is it possible I've made mistakes like this and not realized I was in the wrong?" or "Does thinking about this grudge make me more or less happy?" Note that being able to speak to these behaviors in such a way will probably require some forethought on your part. You can also ask participants for their ideas on how to overcome or increase a given behavior.

Then ask participants to take a few minutes and jot down one thing that they will do differently to increase this behavior on the team. It can be small, but it should be specific. For example, when I am feeling angry with someone for something that happened more than two months ago, I will remind myself that everyone makes mistakes and that I am mostly hurting myself by holding on to the grudge.

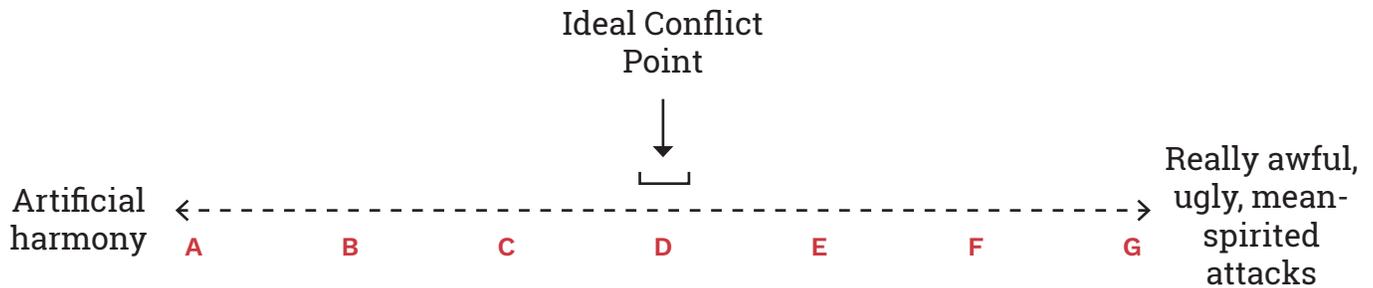
## Topic 3: Mastering Conflict

### Activity 3.1: Define Conflict (2 min)

Define conflict for the group using the language on page 4 of the Facilitator's Guide: Mastering Conflict.

### Activity 3.2: Conflict Continuum (10 min; ability to show video, optional whiteboard)

Show the Conflict Continuum video. Then, to the best of your ability, recreate the continuum shown below (without the letters A through G) on a whiteboard and ask participants to place an X where they think the team falls on the continuum. If you do not have this capability, you can screenshare the image included in Handout M3 from the Facilitation Kit. Consider adding the letters A through G (as shown below) so that participants can chat the letter corresponding to the team's location on the continuum.



Debrief the activity using the language provided on page 5 of the Facilitator's Guide: Mastering Conflict.

### Activity 3.3: Discuss Healthy and Unhealthy Conflict Behaviors (5–10 min; optional breakout rooms)

As described starting on page 5 of the Facilitator's Guide: Mastering Conflict, have participants turn to page 16 of their profiles and pick out one healthy behavior that comes naturally to them and one unhealthy behavior they are sometimes tempted toward. If there is a high level of trust on the team, you can ask participants to share their selections. If you have breakout room capability, you can randomly pair people to share their choices. Otherwise, you can simply speak to the fact that we all have different reactions to conflict and often times these differences can lead us to misinterpret the other person's real intentions. People who handle conflict in a very healthy manner aren't free of temptations toward the unhealthy behaviors. They do, however, practice catching themselves before they engage in them and put a lot of hard work and practice into curbing their natural temptations. Eventually it does get easier and new habits arise.

### Activity 3.4: Discuss Team Norms Around Conflict (20 min)

As described starting on page 6 of the Facilitator's Guide: Mastering Conflict, lead a discussion around the team's conflict norms. Then, using the conflict behaviors on page 17 of the profile, along with what they've learned about conflict, ask team members to generate a list of conflict norms they can all agree to as a team. Try to generate a list of at least three. Some examples include, "We will periodically pause during debates to solicit opinions from quieter team members," "We will not exclude team members from difficult but important conversations," and "It is okay to raise your voice during a debate, but you need to make sure you are leaving room for others to share their views." Encourage the team to keep this document, review it occasionally, and add to it.

## Topic 4: Achieving Commitment

### Activity 4.1: Define Commitment (2 min)

As described in the Facilitator's Guide: Achieving Commitment on page 4, explain the concept of commitment.

### Activity 4.2: Top Priority Activity (45 min; optional poll)

As described in the Facilitator's Guide: Achieving Commitment starting on page 4, facilitate the Top Priority activity. When participants are reporting their top priority ideas and tasks, share your screen and keep track of the responses for the group. When it comes time to decide which suggestion is the top priority, consider using a poll. Participants, however, can also debate without the use of a poll.

### **Activity 4.3 (Option A): Commitment-related Behaviors: Small-group Competition (20 min; breakout rooms, poll)**

As described in the Facilitator's Guide: Achieving Commitment starting on page 7, have participants review page 22 of the profile, split into groups of 2-3 to brainstorm reasons for a lack of commitment, and present those reasons to the larger group. As each group is presenting, enter those reasons into a poll. When all groups have presented, launch the poll and ask people to respond based on their own commitment tendencies. Congratulate the top vote-getter. Then ask the team to suggest ideas on how to address the top couple of reasons.

### **Activity 4.3 (Option B): Commitment-related Behaviors: Solo Competition (15 min; poll)**

Conduct a modified version of the Commitment Behaviors activity, described in the Facilitator's Guide: Achieving Commitment starting on page 7. Have participants review page 22 of the profile and ask if there are any comments or questions. Then, challenge each person to come up with a reason that might beat the reasons for lack of commitment listed in the profile. Give them 3 minutes to individually brainstorm. As each person presents their reason, enter those reasons into a poll. Once everyone has presented, launch the poll and ask people to respond based on their own commitment tendencies. Congratulate the top vote-getter. Then ask the team to suggest ideas on how to address the top couple of reasons.

## **Topic 5: Embracing Accountability**

### **Activity 5.1: Define Accountability (5 min; ability to show video)**

As described in the Facilitator's Guide: Embracing Accountability on page 4, explain the concept of accountability and show the Definition of Accountability video.

### **Activity 5.2: The Value of Feedback (40 min; poll)**

As described in the Facilitator's Guide: Embracing Accountability starting on page 4, ask participants to describe their experiences with getting feedback. Share with participants that Accountability is consistently the lowest-rated behavior for teams across all industries.

Explain that you're going to shift from talking about getting feedback to giving feedback. Ask participants to think about a specific time when they were collaborating with someone: There was a significant problem with the way the other person was going about the job, and you knew you should probably confront them on the issue, but you did not. Give participants a minute to recall such a situation and then launch the following poll.

What kept you from saying something in that instance? (check all that apply)

- I was nervous about the political ramifications
- I didn't want to hurt the person's feelings
- I didn't want to cause a fight
- I didn't want to look like a jerk
- It wasn't my place to speak up about the issue
- I didn't want to get on the person's bad side
- I worried that they might retaliate by pointing out one of my flaws/mistakes
- None of the above

Note that if you don't have the ability to conduct "all that apply" polls, you can ask participants to indicate their top reason. Share the results of the poll.

Afterward, you can also show the results of this same poll on a sample of 6,448 people:

I didn't want to hurt the person's feelings	39%
It wasn't my place to speak up about the issue	38%
I didn't want to cause a fight	33%
I didn't want to look like a jerk	25%
I didn't want to get on the person's bad side	24%
I was nervous about the political ramifications	22%
I worried that they might retaliate by pointing out one of my flaws/mistakes	10%
None of the above	14%

Ask a few people to share the struggle they had in deciding not to address the issue. Next, post the following poll.

Continuing the previous scenario: If you had confronted the issue, which of the following positive outcomes do you think would have been likely? (check all that apply)

- The person would have better self-insight
- The person would have changed/improved on this project
- We would have had a frank, open conversation about the issue
- Other team members would have felt free to express their opinions
- Other people would have appreciated my candor
- The person would have changed/improved on future projects
- The person would have thanked me
- I would have felt good that I had gotten the issue off my chest
- Other positive outcomes
- None of the above

Share the results of the poll.

Afterward, you can also show the results of this same poll on a sample of 6,448 people:

We would have had a frank, open conversation about the issue	52%
The person would have changed/improved on this project	42%
The person would have changed/improved on future projects	40%
I would have felt good that I had gotten the issue off my chest	39%
Other team members would have felt free to express their opinions	33%
The person would have better self-insight	33%
Other people would have appreciated my candor	23%
The person would have thanked me	15%
Other positive outcomes	19%
None of the above	7%

Note that very few people could not identify any positive outcomes and most people identified many. Ask for a couple of examples of positive outcomes that people thought would have been likely if they had confronted the issue.

### **Activity 5.3: Accountability Behaviors (10 min)**

As described in the Facilitator's Guide: Embracing Accountability starting on page 5, review page 29 of the profile with the team. In addition to the four bulleted questions in the Facilitator's Guide, ask the participants to generate three accountability commitments that they can agree to as a team.

## **Topic 6: Focusing on Results**

### **Activity 6.1: Draw the Connection Between Accountability and Results (5 min)**

Remind participants of the definition of Accountability (if they have not recently been through that module). Then explore how accountability leads to results, as described on page 4 of the Facilitator's Guide: Focusing on Results.

### **Activity 6.2: Understanding Results (8 min; ability to show video)**

Run participants through the Understanding Results activity described starting on page 4 of the Facilitator's Guide: Focusing on Results.

### **Activity 6.3: Overcoming Distractions (12 min; optional poll)**

Ask team members to review the Common Distractions on the top half of page 33 in their profile. After a minute, ask the team which of the highest-rated distractions do you think the team (as a whole or individually) has control over improving? You can send this as a poll as well, including only the distractions that were endorsed on page 33 of the profile. Then ask everyone to take 2 minutes on their own to jot down something that could be done to address one of the top two controllable distractions. Have people share what they came up with.

## **Topic 7: Action Planning**

### **Activity 7.1: In-depth Action Planning (30 min)**

Note that this activity is only appropriate if the team has conducted at least a few of the earlier behavior action planning activities. Make a list of the behavior goals that were decided on in activities 2.4, 3.4, 4.3, 5.3, and 6.3. Ask team members to review the list and discuss which two would be most valuable to adopt. For these two goals, take the team through in-depth action planning. Taking each goal one at a time, start by asking the team to brainstorm possible solutions. Remind them of the conflict principles: they are encouraged to debate and challenge one another. Then ask them to choose a plan and commit to it. Remind them of the commitment principles around clarity and buy-in. Then ask the team members to discuss how they will hold one another accountable, reminding them of the accountability principles. Write up the outcomes of this activity and share with the team after the session.