

The Five Behaviors®: Personal Development Virtual Facilitation Activities

In this document, we provide some guidance for running a virtual *The Five Behaviors®: Personal Development* session focused on the most impactful activities. 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 *The Five Behaviors: Personal 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. You and The Five Behaviors	1.1 Show The Five Behaviors model video	Ability to show video	5
	1.2 Explain The Five Behaviors model	-	3-7
	1.3 Read and personalize page 3 of the profile, jotting down two strengths that you bring to a team	Poll	10
2. Building Trust	2.1 Introduce the concept of Trust	-	3
	2.2 Using polls, have a discussion around the consequences of low trust and what makes building trust easier	Poll	10
	2.3 Conduct a group discussion about how working remotely makes trust different or more difficult	-	5
	2.4 Review page 6 of the profile and choose a Trust habit	-	4
3. Mastering Conflict	3.1 Introduce the concept of Conflict	-	3
	3.2 Read and personalize the bottom of page 8 of the profile: your contributions and stressors in conflict	-	5
	3.3 Explore different reactions to conflict using the conflict continua	Whiteboard	10
	3.4 Conduct a group discussion about working remotely and conflict	Poll	5
	3.5 Review page 10 of the profile and choose a Conflict habit	-	4

Topic	Activity	Requires	Time (mins)
4. Achieving Commitment	4.1 Show the Connecting Conflict and Commitment video	Ability to show video	2
	4.2 Introduce the concept of Commitment	-	3
	4.3 Using polls, discuss how lack of commitment can be a problem	Poll	10
	4.4 Clarify the difference between buy-in and clarity using the “Go Get It/Get Over It” activity	Poll or chat	10
	4.5 Review page 14 of the profile and choose a Commitment habit	-	4
5. Embracing Accountability	5.1 Introduce the concept of Accountability	-	3
	5.2 Explore different approaches to accountability on a team level by asking people to plot their own team’s approach	Whiteboard	10
	5.3 Demonstrate accountability in action using video; explore why it can be difficult	Ability to show video; poll	10
	5.4 Review page 18 of the profile and choose an Accountability habit	-	4
6. Focusing on Results	6.1 Show the Connecting Accountability and Results video	Ability to show video	2
	6.2 Introduce the concept of Results	-	3
	6.3 Discuss how motivators and stressors can impact remote work	-	7
	6.4 Review page 22 of the profile and choose a Results habit	-	4
7. Summary and Action	7.1 Using page 23 of the profile, select of habit to work on		10
	7.2 Conduct a poll on what behavior your habit was from	Poll or chat	2-5

General Tips

- It may be more effective to facilitate smaller groups (fewer than 8). If you do have a larger group, you may need to make some accommodations, for example, rather than having everyone report out, you may instead ask for a few volunteers.
- 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.

Topic 1: You and The Five Behaviors®

Activity 1.1: The Five Behaviors® Model video (5 min)

Introduce the session and The Five Behaviors® model as described on page 12 of the Facilitator's Guide. Then show The Five Behaviors Model video.

Activity 1.2: Explain The Five Behaviors Model (3–7 min)

Refer participants to the bottom of page 2 on their profile as described starting on page 12 of the Facilitator's Guide. If you did not show the video from Activity 1.1, you may have to spend a little bit more time clarifying the nature of the five behaviors and why they are so important.

Activity 1.3: Teamwork Strengths (10 min)

Push the poll below to participants.

Which of the following teamwork strengths is most pronounced for you?

- Being candid when there is a problem
- Offering support when people are struggling
- Creating energy and team spirit in the group
- Pushing the team to take chances
- Helping people feel accepted and welcomed
- Speaking up with unpopular opinions
- Giving people the space to fully share their perspectives
- Encouraging the group to think decisions through logically

Show the results of the poll and discuss how we all bring different strengths to a team. Note that we also all have different assumptions about what constitutes good teamwork. Ask participants to read through page 3 of their profiles and jot down two strengths that they in particular bring to a team. Then ask for a few volunteers to share what they wrote down.

Topic 2: Building Trust

Activity 2.1: Introduce Trust (3 min)

Describe the concept of vulnerability-based trust to participants, using a modified version of the text on the top of page 16 in the Facilitator's Guide. Point out the definition of trust in red on page 4 of their profiles and paraphrase the text written below it:

Vulnerability-based trust can only exist when we have confidence that our peers' intentions are good and that there's no reason to be protective or careful around the team. Without it, team members waste time and energy concealing their weaknesses and mistakes, hesitate to seek out help, and may assume the worst about their teammates' intentions and abilities.

Then refer participants to the gray box on page 4 of their profiles as described in the Facilitator's Guide.

Activity 2.2: Personal Experiences with Trust (10 min)

This activity includes two polls. If people cannot come up with a work team, they can use a non-work team (e.g., church, volunteer).

Ask people to respond to the first poll question and be prepared to share their responses.

Think about a past team you were on (in a different organization) that had low trust. What was the biggest problem this caused?

- People hid mistakes
- People didn't give one another the benefit of the doubt
- People were afraid to take risks
- People didn't have straightforward conversations
- People didn't help one another
- Communication was spotty and inefficient
- Other

Ask for a few volunteers to share why they made the choice they did and to briefly elaborate if they are comfortable doing so. Also ask if anyone who chose "other" wants to share. Be prepared to share a personal story if no one volunteers.

Next, explain that different people feel comfortable being vulnerable in different environments. What you need might not be what someone else needs. Ask them to read the bottom of page 4 in their profiles. After a few minutes, send out the poll below.

For you, what is the most important factor that makes it easier for you to be vulnerable with your teammates?

- Working with people who show empathy and warmth
- Knowing that mistakes will be forgiven
- Getting to know my teammates on a personal level
- Knowing that people will be direct with their opinions
- Having space to open up in my own way
- Knowing that my teammates are capable and committed
- Working with people who offer support
- A lack of chaos or drama
- Other

Ask for a few volunteers to share why they made the choice they did and to briefly elaborate if they are comfortable doing so. Also ask if anyone who chose "other" wants to share. Be prepared to share a personal story if no one volunteers.

Activity 2.3: Working Remotely and Trust (5 min)

Conduct a large-group discussion about how working remotely impacts trust on a team. Does it make it easier in some ways? Harder? On a PowerPoint® slide or verbally, share some examples you've heard from other teams:

- People seem more trusting because we all are being pushed outside our comfort zones and appreciate the support.
- Being stressed and more isolated, people tend to pull inward and focus on controlling what they can. As a result, they may be less open to being vulnerable.

Activity 2.4: Choosing a Trust Habit (4 min)

Ask participants to review page 6 of their profiles and jot down one habit they would like to develop, as described on page 20 of the Facilitator's Guide.

Topic 3: Mastering Conflict

Activity 3.1: Introduce Conflict (3 min)

Describe the concept of Conflict to participants, using a modified version of the text on the top of page 23 in the Facilitator's Guide. Point out the definition of conflict in red on page 8 of their profiles and paraphrase the text written below it:

This kind of ideological debate is a far cry from the destructive fighting and politics that hamper some teams. And it's far more productive than tepid discussions where people hold back their true opinions and leave critical but difficult issues unresolved.

Then refer participants to the gray box on page 8 of their profiles as described on page 23 of the Facilitator's Guide.

Activity 3.2: Your Approach to Conflict (5 min)

Ask participants to read the bottom of page 8 in their profiles and jot down one contribution they offer to conflict on their team and one thing they find stressful. If you have a small group and have time, ask everyone to share one of their choices. If you have a large group, just ask for a few people to share.

Activity 3.3: Different Approaches to Conflict (10 min)

Conduct a modified version of the Conflict Continua activity starting on page 25 of the Facilitator's Guide. Instead of having participants line up in the classroom, draw a continuum on the whiteboard with "spirited debater" at one end and "calm debater" at the other. Guide the discussion, asking people to respond verbally or in the chat box. Repeat with the "receptive/steadfast" continuum. If time is limited, you can choose to do only the first continuum.

Activity 3.4: Working Remotely and Conflict (5 min)

Ask the group to respond to the poll below.

What is the most difficult part of engaging in productive conflict when you are working remotely?

- People can more easily misread your real intentions
- It's harder to jump into conversations
- There are fewer informal conversations about decisions
- You can't read the nonverbals of other people in a meeting
- Other

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

If you're working with an intact team, consider asking if anyone has ideas about what could make remote conflict more effective. If they don't have any suggestions, consider having them revisit the question after they have done activity 3.5 (below).

Activity 3.5: Choosing a Conflict Habit (4 min)

Ask participants to review page 10 of their profiles and jot down one habit they would like to develop, as described on page 27 of the Facilitator's Guide.

Topic 4: Achieving Commitment

Activity 4.1: Connecting Conflict and Commitment Video (2 min)

Show the Connecting Conflict and Commitment video.

Activity 4.2: Introduce Commitment (3 min)

Describe the concept of Commitment to participants, using a modified version of the text on the top of page 29 in the Facilitator's Guide. Point out the definition of commitment in red on page 12 of their profiles and paraphrase the text written below it:

The two greatest causes of a lack of commitment are the desire for consensus and the need for certainty, which are just not possible in all situations. Great teams understand that they must be able to commit even when the outcome is uncertain and not everyone initially agrees. Otherwise, team members will over-analyze and second-guess decisions, revisit discussions again and again, and be unclear about where their focus should be.

Then refer participants to the gray box on page 12 of their profiles as described on page 29 of the Facilitator's Guide.

Activity 4.3: Why Commitment Is a Problem (10 min)

Ask the group to respond to the poll below.

When it comes to commitment, which problem have you seen most frequently in your work history?

- People refuse to commit to a decision they don't agree with
- People commit to a decision but do things their own way when it suits them
- People commit to a decision on the surface, but then drag their feet on following through
- People commit to a decision, but lobby people afterward to change it
- Other

Show the poll results and ask for a few volunteers to share why they chose what they did. Then post the second poll below.

When it comes to commitment, which of the following behaviors do you think is most problematic?

- People refusing to commit to a decision they don't agree with
- People committing to a decision but doing things their own way when it suits them
- People committing to a decision on the surface, but then dragging their feet on following through
- People committing to a decision, but lobbying people afterward to change it
- Other

Show the poll results and ask for a few volunteers to share why they chose what they did. Reinforce that there is no right answer here. All of these behaviors can be destructive, but they can all be tempting at different times for all of us. That is why it is so important that team members know that they have an obligation to commit to the team's decision, even if they disagree. But it's also important that the team give people a chance to share their objections. This is why conflict is so important—so all ideas can be brought out and discussed prior to the team committing.

Activity 4.4: Go Get It/Get Over It (10 min)

Conduct a modified version of the "Go Get It/Get Over It" activity as described starting on page 31 of the Facilitator's Guide. Instead of using paper signs, use polling or the chat feature.

Activity 4.5: Choosing a Commitment Habit (4 min)

Ask participants to review page 14 of their profiles and jot down one habit they would like to develop, as described on page 33 of the Facilitator's Guide.

Topic 5: Embracing Accountability

Activity 5.1: Introduce Accountability (3 min)

Describe the concept of Accountability to participants, using a modified version of the text on the top of page 35 in the Facilitator's Guide. Point out the definition of accountability in red on page 16 of their profiles and paraphrase the text written below it:

This can be a tough behavior to implement, because it means overcoming the interpersonal discomfort that accompanies confronting peers about their behavior. Many of us would rather avoid these difficult conversations. But when team members don't hold one another accountable, they risk encouraging mediocrity, missing deadlines and key deliverables, losing sight of their obligations to the team, and creating resentment over different standards of performance.

Then refer participants to the gray box on page 16 of their profiles as described on page 35 of the Facilitator's Guide.

Activity 5.2: Different Approaches to Accountability (10 min)

Ask participants to review the top section of page 17 in their profiles. While they are doing this, draw both continua on the whiteboard. Ask participants to think about one of the teams that they work with frequently and ask them to plot where they think that group falls on both continua. After everyone has plotted, ask for a couple of volunteers to describe why they chose their location and how that impacts the way the team deals with problems. End by reinforcing how difficult accountability can be but how crucial it is for a team's success and long-term well-being.

Activity 5.3: Accountability in Action (10 min)

Conduct a variant of the "Accountability in Action" activity starting on page 37 of the Facilitator's Guide. Start by show the video, "Accountability Meeting." Then conduct the poll below.

Which of the following was committed to in the meeting?

- A. Not to share news about the upgrades with clients
- B. To build avatars for the site
- C. To finish the client survey immediately after the quarterly meeting

Show the results and identify the correct answer as "A." Then show the video, "Joetta Holds Sun Mee Accountable." Afterward, conduct the poll below.

Joetta actually held Sun Mee accountable, but in a typical workplace, what do you think is most likely to happen in a situation like this?

- People immediately hold one another accountable
- People mull on it a while, then hold the person accountable
- People beat around the bush, hinting at the problem
- People tell the manager
- People do nothing

Discuss how there is no right answer, but surveys almost always indicate that accountability is by far the most difficult and infrequent of the five behaviors. Ask for a couple of people to share why this practice is either difficult for them or why they think it might be difficult for others.

Activity 5.4: Choosing an Accountability Habit (4 min)

Ask participants to review page 18 of their profiles and jot down one habit they would like to develop, as described on page 39 of the Facilitator's Guide.

Topic 6: Focusing on Results

Activity 6.1: Connecting Accountability and Results Video (2 min)

Show the Connecting Accountability and Results video.

Activity 6.2: Introduce Results (3 min)

Describe the concept of Results to participants, using a modified version of the text on the top of page 41 in the Facilitator's Guide. Point out the definition of results in red on page 20 of their profiles and paraphrase the text written below it:

Teams that fail to concentrate on results stagnate, become distracted, and lose achievement-oriented team members. But what would a team focus on other than results? One common culprit is team status—when merely being part of a group is satisfying enough, regardless of results. Another common roadblock is the familiar tendency of people to focus on enhancing their own positions or career prospects at the expense of their team.

Then refer participants to the gray box on page 20 of their profiles as described on page 41 of the Facilitator's Guide.

Activity 6.3: Working Remotely and Results (7 min)

Ask people to review the list of motivators and stressors on page 20 of their profiles. Explain that different people contribute to results in different ways; let them know that later they can read about how their motivators actually contribute to results for them (page 21 of their profiles). Say that for right now, the group is going to talk about how working remotely has impacted productivity and the ability to contribute to results. Ask each person to choose one motivator or stressor that impacts how they work remotely. It could be something that has helped or hindered remote work. If you have a small group, give everyone a chance to share. If you have a large group, ask a couple of people to share.

Activity 6.4: Choosing a Results Habit (4 min)

Ask participants to review page 22 of their profiles and jot down one habit they would like to develop, as described on page 42 of the Facilitator's Guide.

Topic 7: Summary and Action

Activity 7.1: Action Planning (10 min)

Guide participants through the action planning described on page 44 of the Facilitator's Guide.

Activity 7.2: Chosen Behaviors (2–5 min)

To provide a little bit of closure at the end of the session, ask participants to indicate which behavior they chose to work on using the poll below or through a chat feature. You can also ask for a couple of volunteers to broadly share their action plan if it is a group that has a high level of trust.

Which behavior did you choose to work on?

- Trust
- Conflict
- Commitment
- Accountability
- Results