THE FIVE BEHAVIORS OF A COHESIVE TEAM®

Personal Development

▼

Based on *The New York Times* best-selling book
The Five Dysfunctions of a Team by Patrick Lencioni

Facilitator's Guide: The Five Behaviors® for Virtual Teams

Getting Started

In order to make your facilitation of *The Five Behaviors*® *for Virtual Teams* as successful as possible, this section includes information and suggestions to prepare to conduct the training, understand how to best use the materials, and plan your session timing.

Special Note

Use this guide to facilitate a virtual Five Behaviors session in which participants use their personalized *The Five Behaviors of a Cohesive Team*®*: Personal Development Profile* to learn about using The Five Behaviors to improve virtual teamwork. Utilize a webinar or videoconferencing tool that includes the following required and optional features:

Required features: Video/audio communication, chat, screensharing (to display PowerPoint® slides)
Optional features: Polling, whiteboarding/annotating

To allow for broad participation in group discussions, we recommend limiting your sessions to 10–12 learners.

Purpose
The Five Behaviors for Virtual Teams uses the framework of The Five Behaviors model to teach participants about effective virtual teamwork. Whether learning about The Five Behaviors for the first time or building on previous experience, participants get personalized insights about their tendencies, explore the foundational behaviors of Trust and Conflict, and consider how these apply to the unique considerations and challenges of working on a virtual team.

Facilitator Tools
- *The Five Behaviors for Virtual Teams* PowerPoint deck
- Webinar or videoconferencing tool that includes the features listed above

Participant Tools
- Access to the facilitator's chosen webinar or videoconferencing tool
- Access to their *The Five Behaviors of a Cohesive Team: Personal Development Profile*, either printed out or viewed onscreen as a PDF
- Pen and scratch paper or electronic option for light note-taking

Participant Prework
All participants should complete their *The Five Behaviors of a Cohesive Team: Personal Development* assessment prior to the session.

Prepping for Your Virtual Session

- **Carefully review the facilitation materials**, including the information provided in this Getting Started section. The more familiar you are with the product, the better prepared you'll be to respond to questions.
- **Conduct one or more practice sessions** to ensure that you are comfortable using all necessary technology.
- **Enlist a colleague or assistant,** if possible, who can help with technological problems, monitor engagement, and communicate with participants during the session so you can concentrate on conveying the content. The assistant's main job is to respond to chats related to technical issues and to help you with polls and whiteboards.

    If you don't have an assistant to partner with and aren't familiar with the platform you're using, consider hosting sessions with smaller groups to start. Also, consider advising participants at the beginning that if they drop off and are unable to reconnect, you will follow up with highlights of the session. You can also plan one or more short breaks, which will allow you to connect with participants who are having difficulties.

- **Build polls in advance**. If possible within your chosen platform, build virtual polls before your session and save them as templates. The Prep section at the start of each module lists the polls that will be used within that module.
- **Communicate with participants**. Share information on the following topics with participants prior to the session:
    - Provide participants with instructions on how to log in to the videoconferencing tool and/or test their system connection, as applicable.
    - Announce that you'll open the session 10 or 15 minutes early so people can come in and get comfortable with the technology. (Be there when it opens with casual icebreakers and conversation.)
    - Because participants will need to access their *The Five Behaviors of a Cohesive Team®: Personal Development Profile* while simultaneously participating in the live session, you may want to recommend that participants join using a desktop rather than a mobile device for ease of navigation.

Training Timing

This training includes approximately 80 minutes of content, as shown below. We recommend that you schedule a 90-minute session and use the buffer time to cover any technology issues that arise, or to take a short break in the middle of the session. You can choose to complete all three modules, or just the introductory module and either the Trust or the Conflict module.

The Five Behaviors® for Virtual Teams	Welcome and Introduction to Virtual Teamwork (10 minutes) The Five Behaviors Model (10 minutes)	20 minutes
Trust and Virtual Teams	Defining Trust (5 minutes) Trust Tendencies Game (20 minutes) How to Build Trust (3 minutes) Optional Closing (2 minutes)	30 minutes
Conflict and Virtual Teams	Defining Conflict (5 minutes) Conflict Continuum (20 minutes) How to Master Conflict (3 minutes) Closing (2 minutes)	30 minutes

THE FIVE BEHAVIORS® FOR VIRTUAL TEAMS

MODULE OVERVIEW

Activity Description:
In this module, participants learn about The Five Behaviors® model and how it applies to virtual teamwork. They discuss some differences between in-person and virtual teamwork, watch a video that introduces the model, and read about their own tendencies as a teammate.

Goals:
- Learn about The Five Behaviors model and what it means for virtual teamwork
- Consider how virtual teamwork compares to in-person teamwork
- Discover individual tendencies as they relate to The Five Behaviors model

Length: 20 minutes

Activities:
- Individual
- Large group

Facilitator Materials
- *The Five Behaviors for Virtual Teams* PowerPoint® deck
- Webinar or videoconferencing tool

Participant Materials:
- Access to facilitator's chosen webinar/videoconferencing platform
- Access to *The Five Behaviors of a Cohesive Team®: Personal Development Profile,* either printed out or viewed on a device.

ICON KEY

[🖱] Indicates when to click for an animation or move to next slide

[PPT 2] Indicates slide number

Indicates profile page number
Page 8

Individual activity

Large group activity

NOTE TO THE FACILITATOR

- As you prepare to facilitate this material, we strongly urge you to review the Getting Started section of this guide.

PREP

- Send out participants' *The Five Behaviors of a Cohesive Team®: Personal Development Profiles.* These should be made available to participants prior to the session.
- Be prepared to share this video link with participants during the module: https://bcove.video/30gmmUH
- Create poll question in videoconferencing tool in advance of the session, if possible. Module 1 poll question:
  - Which of the five behaviors comes most naturally to you?
    - Trust
    - Conflict
    - Commitment
    - Accountability
    - Results

<table>
<tr><td>PPT
1–2</td><td></td></tr>
</table>

THE FIVE BEHAVIORS® FOR VIRTUAL TEAMS (20 minutes)

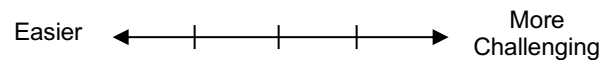## Welcome and Introduction to Virtual Teamwork (10 minutes)

PPT 3

> **NOTE:**
> - Begin the session by introducing yourself and going over logistics, including how to use any necessary features of the videoconferencing tool.
> - Encourage participants to keep their video turned on throughout the session so that people can see each other.
> - Let participants know that they should already have received their *The Five Behaviors of a Cohesive Team®: Personal Development Profile* and that they will need it throughout the session.
> - If you have an assistant helping you conduct the session, let participants know they can reach out to this person with any technical issues.

> **NOTE**: Prepare for the first activity, in which you will instruct participants to plot themselves based on whether they think virtual teamwork is easier or more challenging than in-person teamwork.
> - If your videoconferencing tool allows participants to draw/annotate directly onto a PowerPoint® slide, you can use the continuum shown on slide 4.
> - If participants cannot draw on the slide, open the whiteboarding tool and draw the continuum manually, as follows:
>
> Easier   ⟵—|—|—|—⟶   More Challenging
>
> - If your videoconferencing tool doesn't allow drawing/whiteboarding, you can instruct participants to type their response into the chat.

SAY

PPT 4

- Welcome to our session on using The Five Behaviors to improve virtual teamwork.

- While modern technology allows us to collaborate across distances in ways that were previously impossible, that doesn't mean virtual teamwork is always easy, or that it's exactly the same as working together in person.

- [🖱] I'd like to start with a question for you all:

  o In your opinion, is effective, rewarding teamwork easier or more challenging on a virtual team compared to an in-person team?

- There is no right or wrong answer; I just want to see what each of you thinks.

Instruct participants to plot their initials at the appropriate point on the continuum. (Or ask them to share their opinion in the chat.)
Give participants a minute to do this.
Then, summarize the results.

SAY

- Who would like to explain the reasoning behind their answer?

- What are some differences between in-person teamwork and virtual teamwork?

Take responses from a few volunteers, ideally from different points along the continuum.

PPT 5

[🖰] **SAY**

- As we've said, virtual teamwork can sometimes look different from in-person teamwork. There can be different benefits and challenges, and sometimes we have to adjust our approach to make sure we can collaborate effectively.

- Nevertheless, the same underlying principles of good teamwork apply, and we can take those and use them across pretty much any context we're working in.

- And today we're going to be talking about the context of virtual teamwork.

PPT 6

[🖰] **SAY**

- Of course, developing good teamwork habits requires regular work, over time. We can't expect radical transformation in just one sitting, but even just in our short time today, we can lay the groundwork for future progress.

- Here's what you can expect to get out of today's session:

- You'll learn about The Five Behaviors® model and how it can improve virtual teamwork.

- You'll talk to each other about different issues your virtual teams may face, and develop a common language for discussing them.

- You'll also leave with some concrete ideas for how you can start improving collaboration on your virtual teams.

The Five Behaviors® Model (10 minutes)

> **PPT 7**
>
> [🖱] **SAY**
>
> - First, we'll watch a video introduction to The Five Behaviors® model.
>
> - It features Patrick Lencioni, the author of *The Five Dysfunctions of a Team*, the best-selling book on which this program is based.

Share the video link with participants via chat or other sharing feature:
https://bcove.video/30gmmUH

Instruct participants to mute themselves while watching the video, or use a "mute all" function to do it for them.

Video segment (3:00 mins)
The Five Behaviors Model

If possible, instruct participants to use a "raise hand" or other platform tool to indicate when they're finished.

> **PPT 8**
>
> Page 2
>
> [🖱] **SAY**
>
> - As mentioned in the video, the five behaviors are Trust, Conflict, Commitment, Accountability, and Results.
>
> - The bottom of **page 2** of your profile shows the framework of these behaviors.

> **SAY**
>
> - So what do the five behaviors mean for you? After all, everyone brings their own strengths and challenges to teamwork and may have different aspects that they need to focus on.
>
> - That's why you were asked to take an assessment prior to this session.
>
> - Your responses have been used to customize your profile, to give you personalized information about your tendencies, your probable strengths, and areas you may need to work on.
>
> - We'll only be covering certain sections of the profile today, but I encourage you to spend time looking through it on your own as well. There is a lot of information about the five behaviors, your tendencies, and tips for improvement throughout.

NOTE: If you elected to use existing data when sending out access codes to participants who had previously completed a Five Behaviors assessment, participants did not need to answer any additional questions. If they are confused about where the personalized information came from, you can explain that their existing data fed into the profile.

PPT
9

Page 3

[🖱] **SAY**

- Now turn to **page 3** to start getting a sense of how the five behaviors apply to you personally.

- At the top of the page is a paragraph with general information about you as a teammate.

- Beneath that, each behavior is highlighted with some information about the tendencies you may bring to it.

- The information is based on your assessment responses; however, not every piece of the description may ring true for you, and that's okay.

- Take a moment to read this information now.

Give participants 4–5 minutes to read. If possible, ask participants to use a "raise hand" function or other videoconferencing tool to indicate when they are finished.

PPT
10

[🖱] **SAY**

- Now that you've learned a little bit about each behavior, I'd like to hear where you think your strengths are.

- Please respond to this poll question:

- Which of the five behaviors comes most naturally to you?

    o   Trust

    o   Conflict

    o   Commitment

    o   Accountability

    o   Results

Launch poll or instruct participants to type their answer into the chat.
Give participants a few moments to answer, and then share or summarize results.

SAY

- While all five behaviors are needed to have a truly effective team, today our focus will be a bit more specific.

Explain which behaviors you are going to cover (Trust, Conflict, or both). You might explain that these are the most foundational behaviors, or that they have particularly strong implications for virtual teamwork, and that even just this foundation can be a good starting point.

SAY

- Are there any questions before we continue?

Address questions.

Trust and Virtual Teams   Facilitator's Guide

TRUST AND VIRTUAL TEAMS

MODULE OVERVIEW

Activity Description:
In this module, participants focus on Trust, learning the definition of vulnerability-based trust, as well as what factors make it easier for them to trust others. Participants play a game in which they guess common responses to survey questions about trust-related issues and discuss these issues, then choose a Trust habit to work on.

Goals:
- Understand vulnerability-based trust
- Consider factors that can impede trust, especially on virtual teams
- Discover ways to make trust easier on virtual teams

Length: 30 minutes

Activities:
- Individual
- Large group

Facilitator Materials
- *The Five Behaviors® for Virtual Teams* PowerPoint® deck
- Webinar or videoconferencing tool

Participant Materials:
- Scratch paper or other tool for light notetaking
- Access to facilitator's chosen webinar/videoconferencing platform
- Access to *The Five Behaviors of a Cohesive Team®: Personal Development Profile,* either printed out or viewed on a device.

ICON KEY

[⌐🖱] Indicates when to click for an animation or move to next slide

Individual activity

PPT 2 — Indicates slide number

Large group activity

Page 8 — Indicates profile page number

© by John Wiley & Sons, Inc. All rights reserved.   Page 11

PREP

- Create poll questions in videoconferencing tool in advance of the session, if possible. Module 2 poll questions:
  - Think about a past team you were on 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
  - Suppose a teammate shared with you their current challenges, uncertainties, or stressors. How is this most likely to affect your opinion of them?
    - It would probably improve our relationship
    - I would likely trust them more as a result
    - It would probably have little or no effect on my opinion of them
    - I would probably trust them less as a result
  - 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
    - Working with people who offer support
    - A lack of chaos or drama

PPT 11	# TRUST AND VIRTUAL TEAMS (30 MINUTES)

Defining Trust (5 minutes)

PPT 12	[🖱] **SAY**

- Let's talk about Trust, the first and most foundational behavior.

- Trust is a well-known concept, and can have different connotations for different people. But here, we actually mean something quite specific.

- That's because great teamwork relies on a concept called vulnerability-based trust.

- Vulnerability-based trust is a willingness to be completely vulnerable with one another—to let down our guard, admit flaws, and ask for help.

- This definition is shown near the top of **page 4** in your profile as well.

PPT 13	**SAY**
Page 4	

- Creating an environment that promotes vulnerability-based trust can be particularly challenging when it comes to virtual teamwork.

- [🖱] It's also important to keep in mind that people have different preferences and tendencies when it comes to building trust.

- Look at the bottom of **page 4**, under "What makes it easier for *you* to build Trust?" You'll see personalized information about when you might find it easiest to trust others. Take a minute to read the information.

Allow participants a minute to read.

SAY

- Would someone be willing to share an idea or two that rang true for you in what you read?

Take a few responses.

Trust Tendencies Game (20 minutes)

PPT
14

SAY

- If trust is so essential, why can it also be so elusive?

- [🖱] We're going to play a game now that can help us answer that question.

- I'm going to show you a series of poll questions that were previously given to 1,000 people.

- For each question, I'd like you to guess which option was the most popular choice among survey respondents.

- As we go through the questions, you can keep track of how well you guessed the responses, and at the end, we'll see who the best guesser was.

- To that end, take a moment to either grab a piece of scratch paper or otherwise get ready to keep track of your points.

Give participants a moment to prepare. Address any questions.

NOTE: In this activity, the percentages of poll answers do not add up to 100%. This is because in some cases, poll respondents were allowed to select more than one answer, and because answers such as "not applicable" are omitted from the results here.

PPT
15

[🖱] **SAY**

- Here's the first question we asked a thousand people:

    o Think about a past team you were on that had low trust. What was the biggest problem this caused?

- Of the options shown on screen, guess which was the most common answer among survey respondents.

Launch poll or ask participants to type their answers into the chat.
Give participants a few moments to answer.
Share the group's poll results and/or summarize the participant responses.
Then advance to the next slide to reveal the broader survey results.

PPT
16

[🖱] **SAY**

- As you can see, people not helping each other was the most common problem respondents identified, followed closely by spotty and inefficient communication.

- And even the other responses aren't insignificant. A lack of trust can really hamper a team.

- Below your chosen response, you'll see a point value. Take a moment to record this. You'll be adding up your total points at the end for your overall score.

PPT 17

[🖰] **SAY**

- Before we move on, take a moment to reflect on a team you were on that had low trust. Which option caused the biggest problem in your own experience?

Take a few responses.

PPT 18

SAY

- So we see that a lack of vulnerability-based trust can be problematic. So why do people often struggle to be vulnerable?

- [🖰] Our second question might help explain that:

  o Suppose a teammate shared with you their current challenges, uncertainties, or stressors. How is this most likely to affect your opinion of them?

- From the options presented, guess which option was the most popular among survey respondents.

Launch poll or ask participants to type their answers into the chat.
Give participants a few moments to answer.
Share the group's poll results and/or summarize the participant responses.
Then advance to the next slide to reveal the broader survey results.

PPT 19–20

[🖰] **SAY**

- Here are the results of the survey. As you can see, "Would probably improve the relationship" and "I would likely trust them more" are by far the most popular answers.

- As before, make sure to jot down the points you earned on this question.

- [🖰] Let's dig a little deeper into this question. Grouping these same poll responses differently shows that 89% of survey respondents said that when *someone else* shares *their* stressors or challenges, this would have a positive impact on the respondent's opinion of that teammate.

- But what do you think happens when the question is asked the other way around?

- That is, when survey respondents were asked to consider what would happen if *they* shared *their own* stressors, uncertainties, or challenges with someone else, what kind of a response do you think people expected to get from others?

Take some guesses from volunteers.

PPT 21

[🖰] **SAY**

- So it turns out that even though 89% say that other people sharing their vulnerabilities will positively impact their view of the other person, people don't necessarily expect the same in return. Significantly fewer respondents said that sharing their own vulnerabilities would improve the relationship.

- Can someone tell me why they think this might be?

Take responses from some volunteers.

> **NOTE**: Possible answers:
> - People often judge their own weaknesses more severely than they judge others' weaknesses.
> - People sometimes perceive that others are judging them more harshly than is actually true.
> - It's often easier to listen to someone else being open than it is to open up yourself.

PPT
22

[🖱] **SAY**

- So even though most people actually think positively of people who are willing to be vulnerable, they aren't necessarily as optimistic about what will happen when they open up. As a result, team members are often hesitant to be the first one to do it.

- Think about the last time you stopped yourself from being too vulnerable at work. Protecting ourselves can be so automatic, we don't realize when we're doing it. But, for instance, in a virtual meeting like this one, people sometimes second guess themselves and keep quiet rather than say the wrong thing.

- What impact do you think that might have on teamwork, and on virtual teamwork in particular?

    o   When it comes to team members' stress levels?

    o   When it comes to talking about mistakes/problems?

    o   When it comes to having fewer opportunities for informal conversations?

Take responses from some volunteers.

> **NOTE**: Possible answers:
> - People hide mistakes (which can be easier when people aren't working together in person).
> - People experience additional stress when they think they're the only one struggling.
> - Team outcomes suffer if people aren't having honest conversations about challenges.
> - Virtual teams in particular may struggle to create opportunities for sharing if no one is proactive about it.

SAY

- Even here some of us might be hesitant to speak up, or find it more comfortable to use the chat than to speak out loud. This shows that vulnerability can be tough, even when we're having a discussion about vulnerability itself.

PPT 23

[🖱] **SAY**

- Now I'll ask you to guess the results of one final survey question.

- This one is about what we can do to encourage vulnerability on our teams:

    o What is the most important factor that makes it easier for you to be vulnerable with your teammates?

- One last time, guess the most common answer.

Launch poll or ask participants to type their answers into the chat.
Give participants a few moments to answer.
Share the group's poll results and/or summarize the participant responses.
Then advance to the next slide to reveal the broader survey results.

PPT 24–25

[🖱] **SAY**

- Here are the results of the survey. As you can see, "getting to know teammates" was the most popular answer, but there were some other common choices as well.

- Add the points below your chosen answer to your cumulative score.

- [🖱] Once you've added up your total score, share it in the chat.

Give participants a minute to calculate their scores and share them.
Announce the winner.

PPT 26

[🖱] **SAY**

- Of course, learning about how to foster vulnerability-based trust is far more important than the score you got in our game.

- And there is no single right answer to this question; as you saw, different people need different things to feel comfortable being vulnerable. What works for you might not work the same way for someone else.

- Here are the same responses we saw in the last poll. Some are probably similar to what you read on **page 4** of your profile.

- Take a moment to glance back at that page in your profile now, then tell me:

    o Of the survey responses or of what you read in your profile, what's the factor that's most important in helping you build Trust?

Give participants a few moments to look back at their profile; then take responses from volunteers. Optionally, you may invite participants to use an annotation tool such as a star or checkmark to vote for factors they identify with.

How to Build Trust (3 minutes)

PPT
27

Page 6

[⌐] SAY

- So we've just talked about some different factors that can help us build trust on our teams. Now let's look at some ways to put those into practice.

- Turn to **page 6** of your profile for personalized habits that you can adopt to help you build trust on your teams, both by working on being vulnerable yourself and by making it easier for others to do so.

- This is not an exhaustive list of all the things you could do to build Trust, and you may have developed some of these habits already. But based on your assessment results, these may be things that don't come as naturally to you, or that you may want to work on.

- Take a minute to read about the habits. Pick one you'd like to keep in mind going forward, or come up with your own idea, perhaps based on our discussion.

- Write it down and save it somewhere you'll see regularly.

Allow participants a minute to do this.

Optional Closing (2 minutes)

NOTE: Use these closing remarks if you are not continuing on to the Conflict module during this session.

[⌐] SAY

- Who would like to share what they plan to do to build Trust on their team?

Take a few responses.

[⌐] SAY

- What we've seen today is that good teamwork in a virtual setting and an in-person setting have a lot in common, but that there are also differences to consider.

- And although we didn't go in-depth into the whole Five Behaviors model, even just building your awareness the ideas we discussed today can help you all start speaking a common language and building a common understanding of what effective virtual teamwork looks like.

- You have the ability to shape what that teamwork looks like. You each choose something to work on. And even small changes can make a big difference.

- I'd encourage you to review the rest of your profile for more tips and ideas. You'll see how the behaviors build on one another to create a powerful framework for effective collaboration.

- Thank you for participating in this session.

CONFLICT AND VIRTUAL TEAMS

MODULE OVERVIEW

Activity Description:
In this module, participants learn about productive conflict and why it is essential. They discover how their placement on a conflict continuum affects their tendencies, especially when it comes to conflict during virtual teamwork. They then discuss what they can do to make conflict on a virtual team more productive.

Goals:
- Learn about productive conflict and why it matters
- Discover their own approach to conflict and how it may affect conflict on a virtual team
- Consider how to foster productive conflict on a virtual team

Length: 30 minutes

Activities:
- Individual
- Large group

Facilitator Materials

- *The Five Behaviors® for Virtual Teams* PowerPoint® deck
- Webinar or videoconferencing tool

Participant Materials:
- Scratch paper or other tool for light notetaking
- Access to facilitator's chosen webinar/videoconferencing platform
- Access to *The Five Behaviors of a Cohesive Team®: Personal Development Profile,* either printed out or viewed on a device.

ICON KEY

[⌐⊕]   Indicates when to click for an animation or move to next slide   Individual activity

PPT 2   Indicates slide number   Large group activity

Page 8   Indicates profile page number

PPT 28 CONFLICT AND VIRTUAL TEAMS (30 MINUTES)

Defining Conflict (5 minutes)

SAY

- As we saw earlier, the behaviors build on one another.

- Teams that build vulnerability-based Trust pave the way for the next behavior, Conflict.

PPT 29

[🖰] **SAY**

- Although it seems counterintuitive to many people, conflict can be a positive factor on a team because it allows for open, honest debate. That is, as long as the team engages in productive conflict.

- By that, we mean conflict that is focused on concepts and ideas and avoids mean-spirited, personal attacks.

PPT 30

Page 8

[🖰] **SAY**

- The same definition of conflict is shown near the top of **page 8** of your profile.

- The gray box on **page 8** describes what it looks like to have productive conflict on a team.

- Take a moment to read that description. As you do, think about some past teams you've been on that had these attributes, and ones that didn't.

Give participants a few moments to read.

SAY

- Can someone tell me, perhaps based on their own experience, why is conflict truly necessary?

- That is, what problems may arise on a team that lacks productive conflict?

Take a few responses.

NOTE: Possible answers:
- Boring meetings
- Personal attacks and posturing become common
- Controversial topics that are critical to team success get ignored
- Team members withhold valuable opinions and perspectives
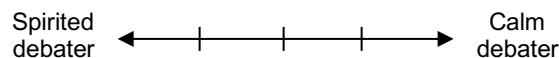

Conflict Continuum (20 minutes)

PPT
31

[🖰] **SAY**

- So we can see that conflict is important, but that doesn't mean it's comfortable.

- And different people approach conflict differently.

- The top half of **page 9** of your profile shows one of your conflict tendencies.

- Depicted there is a continuum that runs from "Spirited debater" to "Calm debater." Your placement on the continuum comes from your assessment results.

Page 9

- Keep in mind there is no "best" place to be. All tendencies have their benefits and drawbacks.

- Take a minute to view your location on that continuum and read the paragraph beneath it.

Give participants a minute to read.

NOTE: While participants are reading, prepare for the next activity, in which you will instruct them to plot themselves on the Spirited debater/Calm debater continuum.
- If your videoconferencing tool allows participants to draw/annotate directly onto a PowerPoint slide, you can use the continuum shown on slide 32.
- If participants cannot draw on the slide, open the whiteboarding tool and draw the continuum manually, as follows:

Spirited debater ←———|———|———|———→ Calm debater

- If your videoconferencing tool doesn't allow drawing/whiteboarding, you can instruct participants to type the number closest to their dot placement into the chat.

PPT
32

[🖰] **SAY**

- Now let's see where you all fall on this continuum.

Instruct participants to plot their initials at the appropriate point on the continuum. (Or ask participants to type in the number nearest their dot into the chat.) Give participants a minute to do this. Then, summarize the results.

SAY

- So we see that even within this group, some people are more spirited debaters, and others tend to be calm debaters.

- Let's talk about what those differences might mean when it comes to conflict.

- We'll start with those on the Spirited debater half of the continuum:

  o   If you disagree with someone's ideas, how do you let them know?

If possible, paste the discussion question into the chat, so participants can see it. Take responses from a few volunteers, ensuring that you hear from people both near the edge of the continuum and closer to the center.

SAY

- Now let's hear from people on the Calm debater half of the continuum.

Ask the same question and take responses.
Point out key similarities and differences between the two halves on the continuum as applicable.

SAY

- Now I'll ask one more question:

  o   What could you do to have productive conflict with people across the continuum from you?

Again, post the discussion question in the chat if possible.
Take responses from a variety of places along the continuum.

PPT
33

[🖱] **SAY**

- These different approaches can have added implications when it comes to conflict on a virtual team.

- Regardless of where you are on the Spirited debater/Calm debater continuum, you may experience unique or additional challenges when it comes to virtual conflict.

- Here is that continuum again. And now you'll also see a list of possible difficulties that people tend to run into, specifically during virtual conflict.

- The challenges on the left side may more commonly be an issue for spirited debaters, while those on the right may be especially relevant for calm debaters.

- But that doesn't mean you might not identify with challenges on the other side of the continuum as well.

- Let's see which of these challenges resonate with all of you.

If possible, invite participants to use an annotation tool such as a star or checkmark to indicate which challenges they identify with. Alternatively, you could invite participants to share this information in the chat.

Allow participants a minute to do this. Comment on the results.

SAY

- What differences have you noticed between conflict during virtual teamwork and in-person teamwork? These may be reflected in the challenges shown here, or they may be something else.

Take responses from a few volunteers.

[⬫] **SAY**

- Now take a minute to view the different challenges, and select the one that's the biggest issue for you or your team. Or feel free to come up with your own.
- Also start thinking about what you could do to address that issue.
- In a minute, I'll ask you share your thoughts with the group.

Give participants a minute to reflect.

SAY

- Who would like to share the challenge that resonated with them?

Take responses from a few volunteers.

SAY

- What are some things team members can do to address these challenges?

Take answers from a few volunteers.

NOTE: Possible answers:
- Check in more frequently during a debate to make sure everyone has the chance to give input
- Make sure all participants have their video on and can see each other during meetings
- Make time for informal conversations among teammates
- Establish agreement that it's okay to reach out outside of scheduled meetings

---

How to Master Conflict (3 minutes)

PPT 35

Page 10

[🖱] **SAY**

- Now I'd like each of you to decide on one way that you can help promote productive conflict on your virtual teams.

- We've talked about some different possibilities, and you've just heard your colleagues share suggestions. Additional ideas are shown on this slide.

- And for even more options, **page 10** of your profile includes tips and habits for improving conflict. These are personalized based on your assessment results.

- Review these different options and pick one to practice going forward, or create one of your own.

- Write it down and save it somewhere you'll see regularly.

Allow participants a minute to complete this task.

SAY

- Who would like to share what they plan to work on?

Take a few responses.

Closing (2 minutes)

PPT 36

[🖱] **SAY**

- What we've seen today is that good teamwork in a virtual setting and an in-person setting have a lot in common, but that there are also differences to consider.

- And although we didn't go in-depth into the whole Five Behaviors model, even just building your awareness the ideas we discussed today can help you all start speaking a common language and building a common understanding of what effective virtual teamwork looks like.

- You have the ability to shape what that teamwork looks like. You each choose something to work on going forward. And even small changes can make a big difference.

- I'd encourage you to review the rest of your profile for more tips and ideas. You'll see how the behaviors build on one another to create a powerful framework for effective collaboration.

- Thank you for participating in this session.