THE FIVE BEHAVIORS OF A COHESIVE TEAM™

Patrick Lencioni
BASED ON THE NEW YORK TIMES BEST-SELLING BOOK
The Five Dysfunctions of a Team

Powered by EVERYTHING DiSC
A Wiley Brand

Facilitator's Guide

Getting Started

Getting Started

In order to make your facilitation of *The Five Behaviors of a Cohesive Team* as successful as it can be, this section includes information and suggestions to help frame the session, prepare to conduct the training, understand how to best use the materials, and plan your session timing.

What's the Point?

To engage your participants and help them get the most out of this training, spend some time up front to make sure they understand why they're taking the time to attend.

The Five Behaviors Model will be used to help team members learn to work together more efficiently and effectively and to become a more cohesive team.

A productive, high-functioning team has a lot of upside:

- makes better, faster decisions
- taps into the skills and opinions of all members
- avoids wasting time and energy on politics, confusion, and destructive conflict
- avoids wasting time talking about the wrong issues and revisiting the same topics over and over because of a lack of buy-in
- creates competitive advantage
- is more fun to be on!

Participants will come out of the training not just with a knowledge of the model and of how the team is currently performing (based on the assessment), but also with specific plans to improve that performance.

Bringing together everyone's personalities and preferences to form a cohesive, productive team takes work, but the payoff can be huge--for individuals, for the team, and for the organization.

Before You Begin…

Because the assessment and accompanying material is designed for an intact team, there are a number of issues that can affect the success of your program. Before conducting the assessment and follow-up sessions, consider these questions:

Is the team really a TEAM?
A team is a relatively small number of people (from three to twelve) who meet on a regular basis and are collectively responsible for results. The team members share common goals as well as the rewards and responsibilities for achieving them. Not every group is a team. For example, a group that appears to be a team might simply be a collection of people who report to the same manager, but who have relatively little interdependence and mutual accountability. If a group does not meet the criteria of a true team, this process is unlikely to produce the results they expect.

Is this team ready for "heavy lifting"?
The advantages of being a high-functioning team are enormous. But they can only be achieved if the team is willing to invest considerable time and emotional energy in the process. It won't work if the team is interested only in shortcuts and half-measures.

Is the leader truly committed to building a team?
The fact is, leadership matters. For a team to be successful, the leader must understand the power of teamwork and be prepared to lead the effort in terms of setting an example and dedicating time to it. Still, it's important to note that many leaders who seem uninterested in teamwork are often just skeptical about the possibility of achieving it or afraid that acknowledging the need for it might reflect poorly on them. In these cases, success is possible as long as team leaders are willing to start the process with good intentions.

Is this the right time?
Certain situations make it difficult to effectively implement the feedback process. We suggest that you reconsider conducting the sessions if any of the following situations exist:

- *The team is very new.* A team should have been together for a minimum of six to eight weeks prior to utilizing this assessment. For new teams, it would be better just to introduce the model and discuss the behaviors of a cohesive team.

- *There is about to be a change in the nature of the team.* The time is probably not right if a team member will be leaving or the team's responsibilities are about to change significantly. In those situations, it would be better just to give a presentation on the model and then wait to conduct the assessment until the team is stable.

- *There is going to be or recently has been a significant organizational change*, such as a merger, a reorganization, or a new CEO.

- *The team has an unusually heavy workload with impending deadlines.*

The Five Behaviors of a Cohesive Team Model

Below is a brief summary of the five behaviors. More detailed information follows.

- **Trust** One Another
  When team members are genuinely transparent and honest with one another, they are able to build vulnerability-based trust.

- Engage in **Conflict** Around Ideas
  When there is trust, team members are able to engage in unfiltered, constructive debate of ideas.

- **Commit** to Decisions
  When team members are able to offer opinions and debate ideas, they will be more likely to commit to decisions.

- Hold One Another **Accountable**
  When everyone is committed to a clear plan of action, they will be more willing to hold one another accountable.

- Focus on Achieving Collective **Results**
  The ultimate goal of building greater trust, conflict, commitment, and accountability is one thing: the achievement of results.

Building Trust

The first and most important behavior is to build trust. Trust is all about vulnerability. Team members who trust one another can be comfortable being open, even exposed, to one another regarding their failures, weaknesses, and fears. Vulnerability-based trust is predicated on the simple and practical idea that people who are willing to admit the truth about themselves are not going to engage in the kind of political behavior that wastes everyone's time and energy and, more important, makes it difficult to achieve real results.

For example, team members that lack trust often exhibit the following behaviors...
- Conceal their weaknesses and mistakes from one another
- Hesitate to ask for help or provide constructive feedback
- Don't offer help to people outside of their own areas of responsibility
- Jump to conclusions about the intentions and aptitudes of others without attempting to clarify them
- Fail to recognize and tap into one another's skills and experiences
- Waste time and energy managing their behaviors for effect
- Hold grudges
- Find reasons to avoid spending time together

Team members need to be comfortable being vulnerable around one another so that they will be unafraid to honestly say things like "I was wrong," "I made a mistake," "I need help," "I'm not sure," "You're better than I am at that," and "I'm sorry." Unless they can bring themselves to readily speak these words when the situation calls for it, they will waste time and energy thinking about what they *should* say and wondering about the true intentions of their peers. For a team to establish real trust, team members, including the leader, must be willing to take risks without a guarantee of success. They will have to be vulnerable without knowing whether that vulnerability will be respected and reciprocated.

Mastering Conflict

Trust is a prerequisite for addressing the second behavior, mastering conflict. Only team members who trust one another are going to feel comfortable engaging in unfiltered, passionate debate around issues and decisions. Otherwise, they are likely to hold back their opinions. That's not to say that some teams that lack trust don't argue. It's just that their arguments are often destructive. Team members aren't usually listening to one another's ideas and then reconsidering their points of view; they're figuring out how to manipulate the conversation to get what they want. Or they don't even argue with their colleagues face-to-face; instead, they vent about them in the hallway after a meeting is over.

When we speak of mastering conflict, we are talking about productive, ideological conflict—passionate, unfiltered debate around issues of importance to the team.

Teams that fear conflict...
- Have boring meetings
- Create environments where back-channel politics and personal attacks thrive
- Ignore controversial topics that are critical to team success
- Fail to tap into all the opinions and perspectives of team members
- Waste time and energy with posturing and politics

Even among the best teams, conflict is always at least a little uncomfortable. No matter how clear everyone is that a conflict is focused on issues, not personalities, it is inevitable that at some point someone will feel personally attacked. It's unrealistic for a team member to say, "I'm sorry, but I don't agree with your approach to the project" and not expect the other person to feel some degree of personal rejection. But if team members are not making one another uncomfortable at times, if they never push one another outside of their emotional comfort zones during discussions, it is extremely likely that they're not making the best decisions for the organization.

Achieving Commitment
Like trust, conflict is important not in and of itself but because it enables a team to work on the next behavior: achieving commitment. When team members are unwilling to weigh in and share their opinions, there is a high likelihood that they're not going to commit to whatever decision is made.

A team that fails to commit...
- Creates ambiguity among team members about direction and priorities
- Watches windows of opportunity close due to excessive analysis and unnecessary delay
- Breeds lack of confidence and fear of failure
- Revisits discussions and decisions again and again
- Encourages second-guessing among team members

Teams that commit to decisions and standards do so because they know how to embrace two separate but related concepts: buy-in and clarity.

Buy-in is the achievement of honest emotional support for a decision. Too often, consensus is not real. False consensus arises when, instead of discussing the conflict, team members just nod their agreement and move on.

Commitment is about a group of individuals buying in to a decision precisely when they *don't* naturally agree. In other words, it's the ability to defy a lack of consensus. When people know that their colleagues have no reservations about disagreeing with one another and that every available opinion and perspective has been unapologetically aired, they will have the confidence to embrace a decision.

Good leaders drive commitment among the team by first extracting every possible idea, opinion, and perspective. Then, comfortable that nothing has been left off the table, they have the courage and wisdom to step up and make a decision, one that is sure to run counter to at least one of the team members, and usually more.

The fact is, however, that most people don't really need to have their ideas adopted (a.k.a. "get their way") in order to buy in to a decision. They just want to have their ideas heard, understood, considered, and explained within the context of the ultimate decision.

Clarity requires that teams avoid assumptions and ambiguity and that they end discussions with a clear understanding about their final decisions.

When it comes to commitment, the most critical ground rules that team members must agree to relate to timeliness at meetings, responsiveness in communication, and general interpersonal behavior. They must also commit to other principles such as purpose, values, mission, strategy, and goals. At any given time, all the members of a team must also know what the team's top priority is and how each of them contributes to moving it forward.

Embracing Accountability
The fourth behavior of cohesive teams is embracing accountability. Members of effective teams hold one another accountable, and they don't rely on the leader to do so. That's because asking the leader to be the primary source of accountability is inefficient, and it breeds politics. It is far more effective when team members go directly to one another and give frank, honest feedback.

Teams that do not hold one another accountable...
- Create resentment among team members who have different standards of performance
- Encourage mediocrity
- Miss deadlines and key deliverables
- Place an undue burden on the team leader as the sole source of discipline

When it comes to teamwork, *accountability* means the willingness of team members to remind one another when they are not living up to agreed-on performance standards. Direct, peer-to-peer accountability is based on the notion that peer pressure and the distaste for letting down a colleague will motivate a team player more than any fear of authoritative punishment or rebuke.

The key to making accountability part of a team's culture is the willingness of the team leader to model the behavior by stepping right into the middle of a difficult situation and to remind individual team members of their responsibilities, in terms of both behavior and results. Accountability starts with the leader. Although the leader should not be the primary source of accountability, he or she should be the ultimate source.

Perhaps the most important challenge of building a team on which people hold one another accountable is overcoming the understandable reluctance of individuals to give one another critical feedback. The most effective way to overcome this reluctance is to help people realize that failing to provide peers with constructive feedback means that they are letting them down personally. By holding back, we hurt not only the team, but also our teammates. Sometimes this is the only compelling argument that can convince a well-meaning and caring teammate to step into the discomfort of telling someone what he or she needs to hear.

Focusing on Results
The only way a team can be certain it will remain focused on collective results is to ensure that team members are holding one another accountable for what they need to do.

When a team fails to focus on results, it...
- Rarely defeats its competitors
- Loses achievement-oriented employees
- Encourages team members to focus on their own careers and individual goals
- Becomes easily distracted
- Stagnates and fails to grow

Truly cohesive teams focus obsessively on the collective results of the entire organization. They are intolerant of actions and behaviors that serve the interests of individuals but that don't promote the common good. As a result, team members are willing to make sacrifices in the organizations they run in order to drive the collective results of their teams.

What is it about us that makes it so hard to stay focused on collective results? We have a strong and natural tendency to look out for ourselves before others, even when those others are part of our families and our teams. And once that tendency kicks in, it can spread like a disease, quickly eroding the roots of teamwork until eventually even trust has been destroyed.

The key to avoiding this problem lies in keeping results in the forefront of people's minds. A good way to focus attention is to use a visible scoreboard of some kind. A scoreboard focuses everyone's efforts on one thing: winning. It provides unambiguous information about how the team is doing, and how much time the members have left if they want to improve the final outcome. Results-oriented teams establish their own measurements for success. They don't allow themselves the wiggle room of subjectivity ("Is the CEO happy with us this month?"), feelings ("I *feel* like we're doing pretty well right now"), or outside opinions ("Did you see what that analyst wrote about us in his industry report?"). They commit early and publicly to what the team will achieve and continually review progress against those expected achievements (a.k.a. the scoreboard).

A Word About Terminology
The meaning of the terminology used in the model is very important. Yet, because many of these terms are commonly used, many participants will already have their own ideas of what the words mean. Organizational culture may also impact participants' understanding of these words.

For example, "vulnerability-based trust" is a key element of a cohesive team, yet many participants may instinctively have a negative reaction to "vulnerability," seeing it as a shortcoming rather than an asset. Likewise, with the idea of revealing "weaknesses," team members may initially have difficulty understanding how doing so can actually help the team. People may also struggle with concepts such as holding one another accountable; they may think that isn't really their responsibility.

Thus, you may find when facilitating a session that participants have difficulty accepting some of the feedback. In this case, it's important not to skip over or short-circuit these discussions. There's value in allowing team members to air their thinking. Participants may need time to grapple with these terms in order to buy in.

For More Information
For even more information about the model and its application, we recommend that you read Patrick Lencioni's book, *The Five Dysfunctions of a Team.*

Additional Resources

The Annotated Team Report
Also available to you is an Annotated Team Report, a tool that you can use in your own preparation as well as during the session. The Annotated Team Report is a copy of the participant profile with the following notations:
- Expanded explanations of profile content
- Scoring interpretation
- Resources for additional information
- Indicators of personalized/tailored content

In addition, an appendix includes
- A ranking of all assessment items by team average
- The team's percentile for each of the five behaviors

Both of these sections also include comparison data for all teams who have taken the assessment.

When discussing the team's scores on each assessment item, if desired you can make use of the Annotated Team Report to help frame additional questions. Take a look at the notations on the pages that show the individual item scores and follow up on items that are exceptionally strong or weak or for which there is great disparity.
- [strength] Why do you think the team does this so well? How can the team take greater advantage of this strength?
- [weakness] Why do you think the team seems to struggle with this behavior? What could the team do to improve?
- [disparity] Why do you think team members disagreed about this item? Can someone give me an example of when the team exhibits this behavior? Of when it doesn't?

In the Product Box

Takeaway Cards
A takeaway card is a tool to be used by the participants after the session to help remind them about some aspect of what they have learned. The *Five Behaviors* facilitation includes five cards:
- Building Trust (Trust)
- Healthy and Unhealthy Behaviors (Conflict)
- Clarity and Buy-in (Commitment)
- Guidelines for Giving and Receiving Feedback (Accountability)
- Collective Results (Results)

User Guide
This short booklet provides an overview of the product and all the available materials as well as additional information on using the product.

On the USB
The USB, which is also included in the product box, includes the main facilitation materials (Facilitator's Guide, Handouts, PowerPoint® with embedded video), as well as the following:

Posters
- The Five Behaviors Model (page 3 of the profile)
- The Everything DiSC® Team Map (page 10 of the profile)
- The Conflict Team Map (page 16 of the profile)

Program Overview
This document provides a summary of each of the facilitation modules.

Templates
Blank templates so you can create your handouts, posters, and tent cards, if desired.

Images
Images of the video characters as well as *The Five Behaviors* and DiSC® models that you can incorporate into your customized materials.

Links to Resource and Help Sites (see below)

On the Resource Site

Podcast
A series of podcasts is available to help you prepare to conduct the training. The first podcast describes the *Five Behaviors of a Cohesive Team* model and how DiSC® fits in to that model. Subsequent podcasts walk you through each page of both reports--the participant profile and the Annotated Team Report—focusing on each behavior in turn.

Facilitator's Videos
In addition to the video embedded in the PowerPoint® presentations, additional video clips are available for your reference. These clips provide additional explanations and stories to further illustrate the five behaviors.

Research Report
This report describes the research conducted on the reliability and validity of the *Five Behaviors* and DiSC® assessments.

Video Viewing Guide
This booklet walks you through each of the videos in the main facilitation.

Sample Profiles
You can view a sample profile of both the individual report and the Annotated Team Report.

On the Help Site
The Help site includes instructions on how to customize various components of your facilitation and how to assign pre-work.

Best Practices

For Yourself
- Carefully review the facilitation materials, including the background provided in this Getting Started section. The more familiar you are with the Five Behaviors model, the better prepared you'll be to respond to questions. Read through the scripted section of this guide to ensure you're comfortable with the flow of the content and understand how all the pieces (PPT, video, activities, explanations) fit together.
- We recommend that you read Patrick Lencioni's book, *The Five Dysfunctions of a Team.* The fable style makes for a quick read and it really helps to bring the model alive.
- Be prepared with examples or stories to help illustrate the five behaviors. The examples/stories can come from the team's organization; other, similar organizations; or from your own experience.
- To best facilitate this program, we recommend that you have a good basis of knowledge about DiSC®. *Everything DiSC®* is a tool designed to help people understand themselves and others better. The questions from this assessment are incorporated into the *Five Behaviors* assessment.
- Given your audience, any time constraints, and your team's results, determine if you need to make any changes to the facilitation. You may want to shorten or expand sections. You'll also want to know information about your team's organization that will help you to make the material as relevant as possible for this team. For example, you may want to know about the organization's culture, any major initiatives, or whether there are any intra-team issues that may impact the training.
- Many of the activities call for sub-groups. If you have a very small team, you may need to make modifications, in some cases using fewer sub-groups or assigning tasks to pairs or individuals.
- As noted earlier in this section, you may get some push back from participants who are struggling with the terminology. It's important to allow team members to discuss what the terms mean to them, but you may, in the end, simply need to say that for the purposes of training, the team needs to work with the given explanations/definitions. Focus on the specific items for each behavior and help the team to work on practical ways to improve.
- Teams may also question the assessment results. If members recall answering a lot of the questions with "sometimes," for example, they may wonder how the team ended up with a low score. You may need to point out that the bar for this assessment is set high--it's not easy to be a highly functional, cohesive team. You can also use the normative data provided in the Annotated Team Report to help the team gain a sense of how it compares to other teams. Emphasize that the specific score is less critical than the relative strengths and weaknesses. Remind the team that the goal is to become more functional and productive, which will benefit both the team and the organization.
- Sometimes a team will end up with a high score on a behavior in the upper part of the pyramid but still have a low score on trust and/or conflict. In such a case, team members may be confused as to how this could be (since the behaviors build on one another) or question the relevance of trust or conflict. It may be that a high score on the upper part of the pyramid reflects a preference for that behavior, but the team may not actually be using the behavior in practice. Or, a team could, for example, actually be achieving results, but if trust or conflict is rated low, it's likely that few on the team are happy, and the results are probably not sustainable.
- Occasionally a team might have all high scores. That level of functioning is very rare, so it's likely that these scores are unrealistic. People may have over-rated the team, or they may

have been concerned about how the information would be used, and so were reluctant to rate the team low.
- After the training, be sure to type up and distribute notes from the flip charts, especially those pertaining to decisions or agreements the team has made. Having these notes will help to ensure that team members are on the same page, will facilitate the transfer of the learning and agreements back to the workplace, and will serve as a reference for the team back at work. For example, the team can review commitments made during action planning at each team meeting to ensure that the team is following up.

For the Materials
- Review the Prep section in each module overview and prepare any materials or flip charts as described.
- If you plan to use the videos in which Patrick Lencioni describes each behavior, you might want to provide a little background on Pat: "Patrick Lencioni is the founder and president of the Table Group, a firm dedicated to helping organizations improve organizational health, teamwork, and employee engagement. His model for teamwork has been used successfully since 2001 in thousands of organizations, including Fortune 500 companies, professional sports organizations, the military, nonprofits, universities, and churches."
- Videos featuring Patrick Lencioni were shot in front of a live audience. This isn't always apparent in each video, so you may want to share this information with the team.
- When you set up the assessment, be sure to use a very specific team name. Many people may belong to more than one team, so it's important that team members understand who is included in the team that they're evaluating. So, for example, rather than "Marketing," use "Web Development Team."
- When sending out access codes from EPIC, be sure to use the customized message option and insert all the team members' names. (For further instructions, see "How to Assign Five Behaviors Prework" at www.fivebehaivors.com/help.)

For the Team
- The team will likely be more engaged and enthusiastic about the training if team members understand in advance the purpose of the training and what they're going to get out of it. You could send out an email or even meet with the team in advance, but the goal is to communicate the following:
    - The purpose of the workshop is for team members to learn and practice the behaviors that will help them become a cohesive team.
    - The value of becoming a cohesive team is that the team will function at a higher level, with less stress. Projects will run more smoothly, and team members will be happier at work.
    - Let them know that the team assessment is a benchmark; the results are not etched in stone—the purpose is to give the team a sense of its unique strengths and areas for improvement. It's a tool that tells the team where it is now so that team members can decide what kinds of changes they want to make. Thus, it's to their benefit to take the assessment seriously and to answer all the questions candidly.
    - Let them know that the team survey results will be anonymous, but that individual DiSC® styles will be shared.
- Especially if you're not meeting with the whole team in advance (so team members can't actually see one another), you'll want to clearly describe what team they'll be evaluating. In your communication, specify the team by name and include a list of all team members' names.

- Emphasize the importance of the entire team attending. If some members are unavailable on the date(s) of the training, consider rescheduling.
- It will make the training go more smoothly if the team has a common understanding of ground rules and expectations. Take some time, either in advance of the workshop or perhaps at the very beginning of the workshop, to discuss the ground rules. You can present some ideas, but the team members should be the ones to determine and agree on these expectations.
  Examples include
    - Turn off your cell phones
    - Return from breaks on time
    - Participate in discussions and activities
    - Treat one another respectfully
    - It's okay to disagree with one another about concepts and meanings; there's value in discussing these differences
- Strongly encourage participants to read Lencioni's book, *The Five Dysfunctions of a Team*, in advance of the training.

For the Team Leader
- The recommendations above for the team members also apply to the team leader.
- As a general rule, it's not a good idea for the team leader to serve as facilitator. It would be very difficult to both facilitate and participate as a team member. Thus, we recommend using a facilitator who is not a member of the team.
- As a facilitator, you might consider having a separate meeting with just the team leader in advance of the training to address the following issues:
    - Explain or clarify the purpose of the training.
    - Discuss whether this training is right for this team. (See "Before You Begin" earlier in this section.)
    - Ask the team leader questions to help you understand the team, its members, and any team issues; previous team development experiences; what (if anything) the team knows about the *Five Behaviors* assessment or process; and organizational issues and culture.
    - Explain that team members will often watch the team leader for cues as to how to speak and behave during a session. Ask the team leader to model and encourage openness during discussions and to take the lead, if necessary, to get the ball rolling.
    - Prepare the team leader to accept assessment scores that may be different than what is expected. For example, a team leader might feel defensive if he or she learned during the session that the team was especially weak in one or more areas. We don't recommend sharing the specific scores in advance; you just want to let the leader know that even otherwise high-performing teams have weaknesses and that the leader should be open to hearing about and exploring this information.
    - Let the leader know that the training may be challenging, both for the leader and the team. It can be difficult to receive feedback, especially if it's surprising or indicates a weakness. The leader should be ready to work, and should model this attitude and behavior for the team.
    - Team members may disagree about or struggle with some of the terminology in the training. Part of the process is to discuss and debate concepts and meanings so that team members can feel heard and so that the team can come to a common understanding. Let the team leader know that although this may seem uncomfortable at first, you'll be encouraging this type of conversation during the session.

Training Formats

While the team will get the most benefit from working through all the modules, there are different ways of organizing the material.
- You can facilitate all the material consecutively. Modules are anywhere from 1 to 3-1/2 hours in length. The full training would take three days (though the third day would end early), with one suggested structure shown below:

DAY 1		
Module 1: Introduction	Cohesive Teams (25 mins) Review the Model (40 mins) Team Survey Results (10 mins)	75 mins
Module 2: Trust	Defining Trust (15 mins) Video Review (20 mins)	35 mins
	Break	15 mins
Module 2: Trust (cont)	Team Survey Results (20 mins) Personal Histories (40-60 mins)	60-80 mins
	Lunch	60 mins
Module 2: Trust (cont)	Trust and DiSC (20 mins) The Team and DiSC (20-30 mins) Trust-Building Behaviors (15 mins) Action Planning (20 mins)	75-85 mins
	Break	15 mins
Module 3: Conflict	Defining Conflict (25 mins) Team Survey Results (25 mins) Video Review (25 mins)	75 mins

DAY 2		
	Quick Recap of Previous Day	15 mins
Module 3: Conflict (cont)	Conflict and DiSC (10 mins) Healthy and Unhealthy Behaviors (40 mins) Conflict-Related Behaviors (25 mins) Action Planning (20 mins)	95 mins
	Break	15 mins
Module 4: Commitment	Defining Commitment/Video Review (25 mins) Team Survey Summary Results (5 mins) Clarity and Buy-in Teach Back (25 mins) Commitment-Related Behaviors (20 mins) Setting Ground Rules (30 mins) Action Planning (20 mins)	125 mins
	Lunch	60 mins
Module 5: Accountability	Defining Accountability (10 mins) Video Review (25 mins) Team Survey Summary Results (5 mins) Small Group Report-Outs (30 mins) The Value of Accountability (15 mins)	85 mins
	Break	15 mins

Module 5: Accountability (cont)	Giving and Receiving Feedback (40 mins) Accountability-Related Behaviors (15 mins) Action Planning (20 mins)	75 mins

DAY 3		
	Quick Recap of Previous Day	15 mins
Module 6: Results	Defining Results (5 mins) Lack of Focus (15 mins) Team Survey Results (25 mins) Video Review (25 mins)	70 mins
	Break	15 mins
Module 6: Results (cont)	Team Scoreboard (40 mins) Results-Related Behaviors (15 mins) Action Planning (20 mins)	75 mins
	Lunch	60 mins
Module 7: Review and Action Plan	Review of Strengths/Challenges (20 mins) Small-Group Review (20 mins) Full-Group Action Planning (50 mins)	90 mins

- If you're not able to get three consecutive days with the team, you could break the training apart, presenting modules over time--maybe 1 module per week, for example. This would also give you the opportunity to assign some homework related to each module in between sessions.
- Another option would be to just conduct selected modules based on the team's scores. If you choose this format, we recommend that you still conduct the Introduction, Trust, and Conflict modules, as they're foundational to the rest of the material. You could then choose from the remaining modules based on where you wanted the team to focus its time.
- If you want to present all of the modules, but don't have time to do them all in their entirety, following are some suggestions for ways you could shorten modules. The focus will be on trying to convey the key content and allowing some practice, but participants won't get the same benefit as they would if they worked through entire modules.
  - General: Although there is a lot of value in the discussions, one way to trim time is to just take a few comments for each question rather than allowing a full team discussion.
  - Introduction: For the Model Review, show the video and briefly recap the model, but don't go through the more detailed explanations and discussion.
  - Trust: Eliminate the discussion from the Defining Trust section. Use the variation for the Personal Histories activity (provided at end of activity) or assign the Personal Histories activity for the team to do back on the job.
  - Conflict: In Defining Conflict, skip the T/F quiz. In lieu of the Healthy and Unhealthy Behaviors activity, simply conduct a quick review of page 16 of the profile.
  - Commitment: In Defining Commitment and Video Review, just present the definition and concepts of clarity and buy-in, but don't use the videos. Assign the Setting Ground Rules activity for the team to do back on the job.
  - Accountability: Eliminate the Video Review. Eliminate The Value of Accountability activity.
  - Results: Eliminate the Video Review. Have the team leader conduct the Team Scoreboard activity with the team back on the job.