

TRUMOTIVATE[®]

Facilitators Guide



FACILITATORS GUIDE

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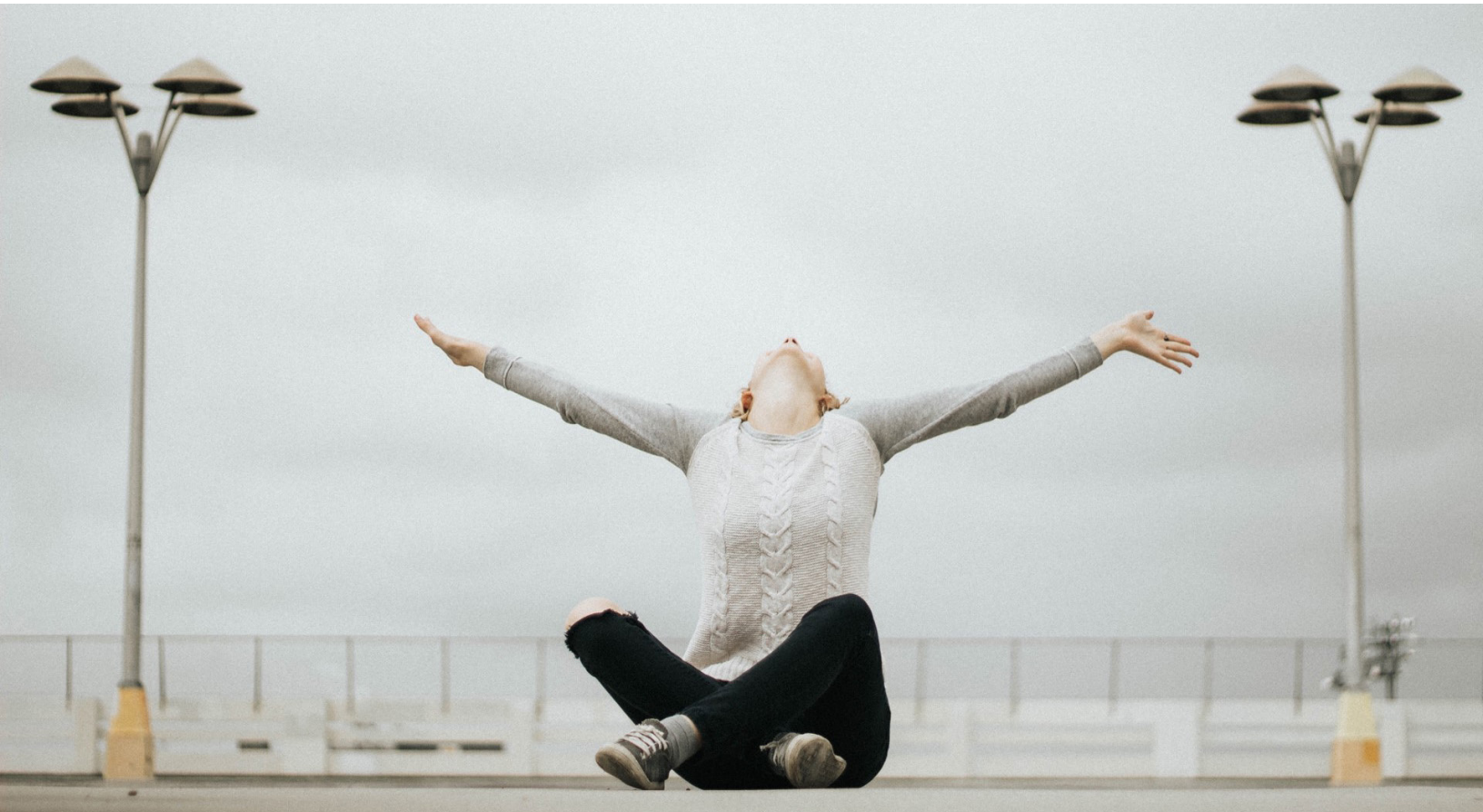
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SECTION 1

TRUMOTIVATE OVERVIEW



“Stories are just data with a soul.”

~Brene Brown, Author & Professor

INTRODUCTION TO TRUMOTIVATE

Your life is full of stories that reflect the truest expressions of yourself. What you know about yourself changes and expands over time. What remains constant are the underlying motivations that fuel our stories.

When aligned with your work or activities, your motivations can lead you to greater satisfaction, higher levels of productivity and a sense of accomplishment.

Your Top 5 motivations can be used in different combinations in order to “fit” into a variety of

jobs and careers. They also indicate what types of work environments, company culture, or roles will be most enjoyable.

Motivations can signal what makes you a unique contributor on a team, in a job or in your community - an advantage that can apply to your life and work.

The TruMotivate report is a tool that can help you articulate and give meaning to something that isn’t always easily seen or understood - your deep motivations - and helps you apply these to occupation, teams, and life.

Your life is full of stories that reflect the truest expressions of yourself. What you know about yourself changes and expands over time. What remains constant are the underlying motivations that fuel our stories.



WHAT EXACTLY IS CORE MOTIVATION?

A unique pattern that develops early and is an enduring behavioral drive orienting a person to achieve a distinct pattern of results or outcomes.



Unique

Distinct to each person.
Analogous to the human fingerprint or DNA Structure.



Develops Early

Develops early in life and sustains a consistent pattern.



Enduring

What persons do motivationally as a child they do in large measure as adults.

Each person's behavior is uniquely motivated and drives them toward certain pursuits or experiences that allow them to be in the 'flow', being fully immersed in a feeling of energized focus, and engaged into something that gives them great satisfaction.



Every time people do something they experience as satisfying and as done well, they are in fact repeating part or all of a recurring pattern of specific competencies and motivations.

Arthur F. Miller
Power of Uniqueness
Zondervan Publishing House

HOW TRUMOTIVATE IS DIFFERENT & WHY MOTIVATIONS MATTER

Trumotivate provides insights into how you are motivated and what drives your why.

What
= Talents

Strengths

Where
= Interests

Strong Inventory
Interest Profiler



How
= Personality

MBTI, DISC, EQ-I
Enneagram

Why
= Motivations
TruMotivate

While understanding our personality, strengths, and interests is important, motivation has been found to be one of the leading indicators of success when it comes to career path.

When the work you do is aligned with your core motivations, you are more likely to experience deep satisfaction, greater productivity, and ultimately greater success.

TruMotivate is a first-of-its-kind online assessment designed specifically for college aged students. This assessment goes deeper to identify a student's individual intrinsic motivations and helps connect those motivations to career exploration.

The value of any inventory or assessment is not whether you learned something about yourself. Many assessments are interesting but lack practical application. A value is whether an assessment describes you as a unique being.

Does it help you see what gives you purpose and meaning? Can it inform key decisions about career or jobs? Will it influence your behavior to focus on your best? This is your WHY.

Gets to your 'why' for deeper self-awareness.

THE SCIENCE BEHIND TRUMOTIVATE

Todd W. Hall, PH.D. - Chief Science Officer – January 2020

BACKGROUND

TruMotivate is an online, self-report assessment of core motivation that identifies the five motivations that represent an individual's strongest natural drives. In addition, TruMotivate provides scores and rankings for all 27 motivational themes. Although the assessment is self-report and provides quantitative results, it is based on students' own stories. We believe it to be one of the first commercial assessments to accomplish this important breakthrough.

RELIABILITY

In general terms, reliability refers to the consistency or precision of a scale score (or that part of the score that is not due to random error). Based on results from numerous statistical analyses with young people (17-29), TruMotivate facilitators and users can be confident that the scores are consistent and reliable. One of the main statistical indicators of reliability is the alpha coefficient.

Conventional standards suggest that an alpha coefficient of .70 or higher indicates adequate reliability. Our results show that nearly all 27 motivational themes have alpha coefficients above .80 and the alpha coefficient range for all 27 themes is .82 to .90, indicating strong reliability overall.

VALIDITY

Validity refers to how well a scale score measures what it is intended to measure. Our results show that TruMotivate accurately

measures core motivation. For example, a statistical procedure called Factor Analysis showed that all motivational themes measure one construct. In addition, the pattern of correlations between the themes and the Big-5 personality scales was consistent with theoretical expectations, supporting the construct validity of TruMotivate.

MAPPING TO O*NET

O*NET provides online resources and tools to explore careers and analyze jobs. It is sponsored by the U.S. Department of Labor, specifically the Training and Employment Administration. O*NET Online has detailed descriptions of the world of work for use by job seekers, workforce development and HR professionals, students and researchers. Each of the hundreds of occupations listed in O*NET is described and rated across a common set of O*NET metrics across multiple dimensions including: 40 Skills, 6 Values, 16 Work Styles, 40 Work Activities, etc. Using the underlying O*NET dimensions and occupational rating taxonomy, a team of TruMotivate and O*NET experts rated each motivational theme across the dimensions of this O*NET taxonomy. This method was created and used in partnership with leaders in the field of career assessment development. This process produced an algorithm which combines motivational theme scores with existing O*NET occupational ratings to generate a descending order list of best occupational matches. TruMotivate lists occupational matches based on an individual's top five motivations in two ways: (1) based on an integration of the top 5 motivations, and (2) the top job match for each unique motivation.



SECTION 2

RESULTS OVERVIEW

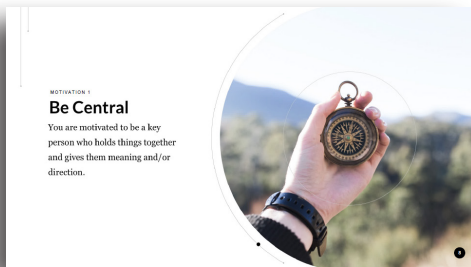


THE STUDENT REPORT



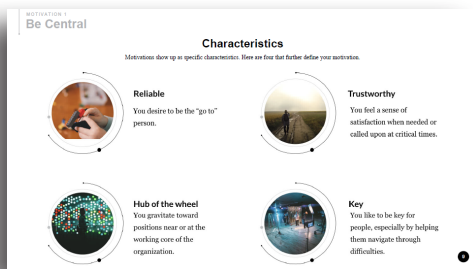
Top 5

The top motivations are what fuels their why and drives their intrinsic motivations. Based on their stories, this page highlights your top 5 motivations.



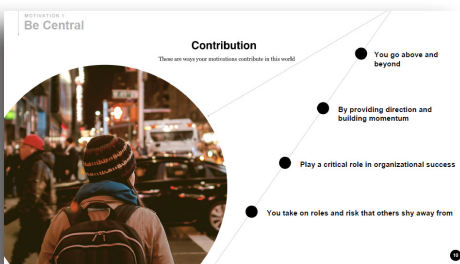
Definition

Each motivation has a definition. Motivations don't define you, however they influence your behaviors and decisions.



Characteristics

Motivations show up as specific characteristics. They further define your motivation and help identify observable behaviors or feelings. Individuals will often resonate strongly with specific characteristics. It's valuable to explore which ones.



Contribution

Contributions help identify the positive impact motivations can play when utilized. Individuals can see the value in ways they often present themselves and offer their skills and talents.

Work Environment

Be Central
In Your Work

Your motivations are optimized and your contributions are maximized in the right environment, and thereby the right career role. Consider how this motivation may affect the environment where you work and the type of career roles you might be considering.

+

Ideal Work Environments

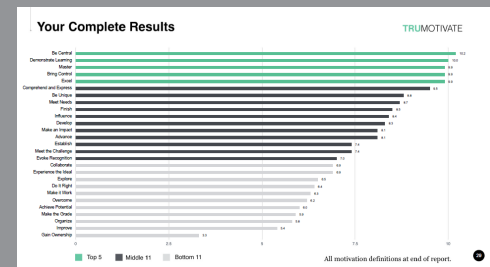
- Companies where there is a heavy orientation around project work.
- Leading work that is team focused for best results.
- Opportunity to lead projects and give direction to people and tasks.
- A place where one can be key and stand out in their work.

-

Challenging Work Environments

- Where you are one of many doing the same things.
- Authoritative or "flat" organizations.
- Where everything is collaborative: work and decision making.

All 27 Results



ONET Integration

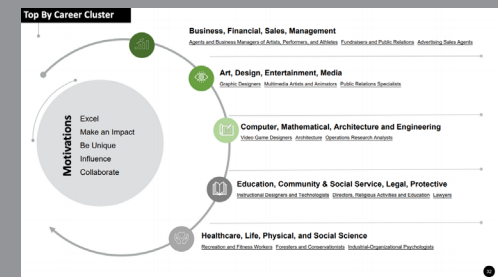
Matching Your Top 5 Motivations to Career Roles

Your top 12 career role matches are displayed on the next page for your information and consideration:

- These possibilities were derived from your top motivations and matched to the largest and most current Career Database available today: O*NET
- Some of these matches will grab your attention and seem like a fit with you. Others may not seem like a fit or may seem like a stretch. These are provided to help you think about possibilities and explore that could be a good fit for you based on your motivations.
- Enjoy considering your career role matches - they are options to expand your thinking!

Powered by TruMotive and the most "up-to-date" Career Database on the Planet.

Career Clusters



Resources

What's next in my exploration?

1

Share your Top 5

Send your report out to someone you trust and get their feedback.

3

Get career advice

Get an appointment to visit a career or counseling office.

2

Find an advisor

Talk to mentors, parents, pastors, friends or anyone who will assist you in your exploration.

4

Visit TruMotive.com/Resources

Check out workbooks, books, videos and other resources.

SECTION 3

MEET THE MOTIVATIONS



**Stop waiting for someone or something to light your life.
You have the match.**

~unknown



Achieve Potential
 You are motivated to identify and bring to fruition undeveloped resources and possibilities



Advance
 You love the experience of making progress as you accomplish a series of goals.



Be Unique
 You seek to distinguish yourself by displaying some talent, quality or aspect that is distinctive and special.



Be Central
 You are motivated to be a key person who holds things together and gives them meaning and/or direction.



Bring Control
 You are motivated to be in charge of your own destiny, areas and activities.

27
MOTIVATIONS



Collaborate
 You enjoy being closely involved with others in contributing to common goals and vision.



Comprehend and Express
 You are motivated to understand, define, and then communicate your insights.



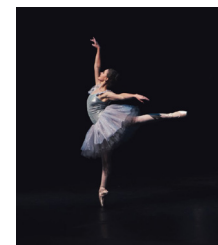
Demonstrate Learning
 You are motivated to learn how to do something new and to show that you can do it.



Develop
 You are motivated by the process of building and developing from start to finish.



Establish
 You are motivated to lay secure foundations and to be foundational.



Evoke Recognition
 You are motivated to capture the attention and interest of others.



Excel
You are motivated to give your absolute best as you exceed performance and expectation.



Experience the Ideal
You are motivated to give concrete expression to certain concepts, visions, or values that are important to you.



Explore
You are motivated to press beyond the existing limits of your knowledge and experience to discover what is unknown to you.



Finish
You are motivated when you can look at a final or finished product and know that you have met the objective you set out to accomplish.



Gain Ownership
You are motivated to acquire what you want and exercise ownership or control over what is yours.



Improve
You consistently seek to make things better and enhance them.



Influence
You are motivated to influence someone's thoughts, feelings or behaviors.



Make an Impact
You seek to shape and make an impact in the world around you.



Do it Right
You consistently set up or follow certain standards, procedures and principles.



Make it Work
You are motivated to fix something that is broken or functioning improperly.



Make the Grade
You are motivated to measure up to standards and thereby gain acceptance into a group or team.



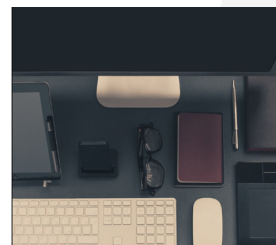
Master
You are motivated to gain complete command of a skill, subject, procedure, technique or process.



Meet Needs
You identify and fulfill needs, requirements and expectations.



Meet the Challenge
Your sense of achievement comes in looking back over challenges you have met.



Organize
You want to set up a smooth-running operation.



Overcome
You focus on persevering through difficulties, oppositions or disadvantages.

UNDERSTANDING MY MOTIVATIONS

PRE-WORK BEFORE SESSION

TOP 5

Write your motivation here.

Be Central

EXAMPLE

Review the report sections 'Characteristics' and 'Ways you Contribute' for each motivation from your report. Which description resonates most?

I like being the "Go-To" person and key to outcomes.

GROUP ACTIVITY: TALK ABOUT PEER MOTIVATIONS

Write down one motivation of your peers and why you selected it from their story.

EXAMPLE

*John
Be unique: Personal
style in his work.*

GROUP SESSION ACTIVITY

MY PEER IDENTIFIED KEY MOTIVATIONS



ALL 27 MOTIVATIONS

Download all 27 Motivations including all their descriptions, characteristics, work environments and contributions.

[27 Motivations Full Descriptions Link](#)

ACHIEVE POTENTIAL

Description: You are driven to identify and bring to fruition undeveloped resources and possibilities.

Characteristics:

Don't judge by the cover: You can see beyond the surface qualities to one's underlying potential.
 Searching for value: You are motivated when you find value in places others have overlooked.
 Bring out the best: Your energy is focused around drawing out and realizing possibilities.
 Shed light: You enjoy bringing discoveries to light and seeing them used by others.

Work Environment:

Ideal (High Fit)

A company that is in early stages with much promise
 An organization that promotes possibility thinking and ambition
 A role that allows one to explore, uncover and discover
 Work culture that "brings out the best in people"
 Mentoring, personal and professional growth are highly valued and

Challenging (Low Fit)

A mature company with a well-established business model and market focus that focuses on refining, engineering or reposition what already exists
 An organization that is focused on high acquisition, consolidation and acquisition strategies

Ways you contribute:

Helping others become what they were created to be
 Perceiving and uncover hidden or unknown to others
 Seeing in others what they themselves
 Dreaming that is based on probability
 Bringing together the right elements and people in order to realize potential

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Work Environment:

Ideal (High Fit)

A company that is in early stages with much promise
 An organization that promotes possibility thinking and ambition

...critical role in organizational...
 ...roles and risk that...
 ...from...
 ...distinguish...
 ...talent...
 ...initiative...
 ...put your...
 ...of ordinary...
 ...ways to put...
 ...break to start...
 ...us quo...
 ...aren't OK with that...
 ...reason...
 ...You look for that...
 ...rough.

Challenging (Low Fit)

Alma...
 lisher...
 Alrol...
 ...in...
 area...
 An org...
 through...
 distribu...

Ways you contribute:

Helping others become what they were created to be
 Perceiving and uncover hidden or unknown to others
 Seeing in others what they can't see themselves
 Dreaming that is based in reality and probability
 Bringing together the right elements and people in order to realize potential

BE CENTRAL

Description: You are motivated to be a key person who helps bring people together and assess the times and/or direction

...orientation around project work
 ...Leading work that is team focused for best results
 ...Opportunity to lead projects and give direction to people and tasks
 ...A place where one can be key and stand out in their work.

Challenging (Low):

Where you are one of many doing the same things
 Authoritative or "flat" organizations
 Where everything is collaborative: work and decision making

Ways you contribute in the World:

You go above and beyond
 By providing direction and building momentum

Ideal (High)

Autonomy/Flexibility
 Room to be creative or innovative
 Opportunities to stand out
 Value new, novel, and different

Challenging (Low)

Highly structured
 High Volume
 Process Oriented
 One of many people

Ways you contribute in the world:

...leadership style.
 ...Bring the order: You bring control and order to your environment and domain.
 ...You highly regard your independence.

Working Environments:

Ideal (High Fit)

Where critical manufacturing and processes are involved
 A company that requires strong leadership and directiveness in leading teams
 A role that requires precision and mastery over every element of the work
 An organization that allows for independence and definition around what you are in charge of or over

Challenging (Low Fit)

A company where leadership is dispersed and shared
 An organization where dotted lines of relationship and personal influencing are necessary for decision and direction

Ways you contribute in the World:

You guide people / groups through uncertainty or lack of direction
 Bring needed Authority and clarity when it is badly needed
 By taking responsibility and providing direction in the face of crisis
 Putting your life and reputation on the line for the good of others

COLLABORATE

Description: You enjoy being closely involved with others in contributing to common goals and vision.

Characteristics:

Moving forward: You have a desire to further the interest of the group and help realize its objectives.
 You experience satisfaction in knowing that the group accepts you and that your contribution is important
 Values: You deeply value fellows camaraderie, and teamwork.
 You prefer working together versus alone.

Work Environment:

Ideal (High)

There is a strong group and team spirit that provides social/relational support
 There are shared goals, vision and celebration
 ...and continuity are

Challenging (Low)

Work environment
 Specialties
 Rank are important
 ...and/or siloed envi-

Ways you contribute in the world:

Clarify the vision/mission of the group
 Incorporate individuals and groups
 Model the value of

Build relationships and bring people together

COMPREHEND AND EXPRESS

Description: You are motivated to understand, define, and then communicate your insights.

Characteristics:

You commit yourself to continuous learning.
 You value developing knowledge, expertise and wisdom in your chosen field.
 Apply your wisdom: You express and demonstrate the things you've learned.
 High on communication: You feel that comprehension is incomplete until you

WHO'S MOST LIKELY TO...

1

Explore

You are motivated to press beyond the existing limits of your knowledge and experience to discover what is unknown to you.

2

Organize

You want to set up a smooth-running operation.

3

Excel

You are motivated to give your absolute best as you exceed performance and expectation.

4

Be Unique

You seek to distinguish yourself by displaying some talent, quality or aspect that is distinctive and special.

5

Experience The Ideal

You are motivated to give concrete expression to certain concepts, visions, or values that are important to you.

6

Be Central

You are motivated to be a key person who holds things together and gives them meaning and/or direction.

7

Comprehend and Express

You are motivated to understand, define, and then communicate your insights.

CHOOSE THE CHARACTER

A

REMY

I wanted to become the best chef with the highest national ratings, so I made sure to have the highest quality product and exceed in presentation.

B

Dorothy

I enjoyed leading the team's brainstorming activity to generate all kinds of ideas. The most satisfying thing was seeing our selected plan become a reality.

C

Joe

I love to show my own personal style in my marketing campaign. Whether it is in doing an old design differently or creating a one-of-a-kind from scratch.

D

Margaret

The first thing I did when I started my new job was to identify the redundancies and create a more efficient workflow. This helped things run more smoothly.

E

Marco

I was excited about the new Garmin tool and eager to see how many satellites it picked up at various locations. I was curious to learn all the new features like plotting waypoints and creating routes.

F

Marie

I loved working on my college research project because I was able to learn more about my medical field, see how it was applied, and then bring all that knowledge back to present to the faculty department.

G

Linus

I really felt I could connect the work the software developers were doing with the customer's need for a user interface. I became the key contact for all the parties making a successful iPhone application.

MOTIVATIONAL FLOW

UNDERSTANDING HOW MOTIVATIONS WORK TOGETHER.



Motivations are not intended to label people into particular “types;” rather, just the opposite. Motivations are part of a pattern that is revealed repeatedly when an individual describes satisfying stories or accomplishment experiences. This recurring pattern can be identified and mapped, and, thus, our focus is on the uniqueness of each individual rather than labeling or typing them.

Each of the 27 motivations are unique “results” that people find meaningful and are “driven” to accomplish. We find them by looking at stories of activities that are satisfying, enjoyable or give a sense of accomplishment.

To understand how the motivations work together, it is helpful to see the pattern that is revealed in an individual’s stories. Look for activating motivations that pique someone’s interest to be engaged, explore the motivations that are present as they are enjoying their effort, and identify the outcome motivations that are satisfying to look back upon and set up the drive to repeat the motivational pattern again. This pattern is described as an individual’s motivational flow.



THREE KEY PARTS TO *MOTIVATIONAL* FLOW

ACTIVATORS

What motivations are present when you get engaged?



PROCESS

What motivations are present when you continue your effort?

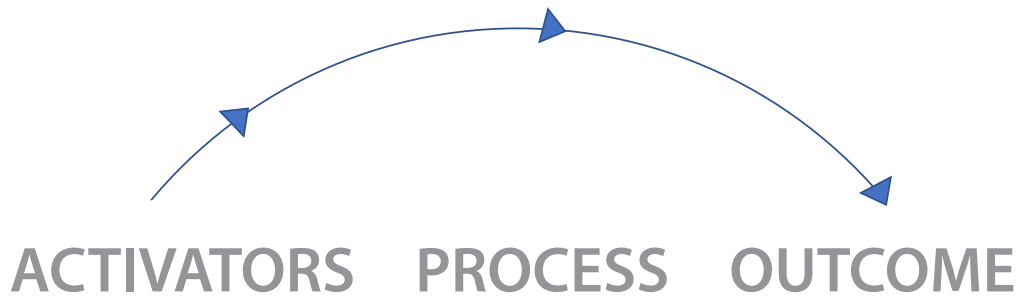


OUTCOME

What motivations are present when you have completed your activity?



MOTIVATIONAL FLOW of Top 5



MOTIVATIONAL FLOW of Top 5

- Use the top to write key words, phrases, or notes about your story.
- Write the key motivations that appear in your pattern.

Our team in class needed someone to learn the graphic design software to create an invite for Senior banquet.

I was able to design something new and different for our class.

I liked showing the designs and how I used the software I learned.

What activities engage me?

- Are there activities that stand out?
- What are the top activities that you love to do first?

The invite I created had a distinct look and it got people excited to attend.

What activates me?

- How did I get started?
- What interested me?

Meet needs.

Be unique

Demonstrate Learning

Influence

Make an impact

What is my outcome?

- Given everything you have done, what was most satisfying?
- What were the positive results or endings?

Name:

Top 5 Motivations:

-
-
-
-
-



What activities engage me?

- Are there activities that stand out?
- What are the top activities that you love to do first?

What activates me?

- How did I get started?
- What interested me?

What is my outcome?

- Given everything you have done, what was most satisfying?
- What were the positive results or endings?

SECTION 4

PREPARING FOR A FEEDBACK SESSION



Telling a true story about personal experience is not just a matter of being oneself, or even finding oneself. It is also a matter of choosing oneself.

~Harriet Lerner, Author & Clinical Psychologist

SPOTLIGHT

SARA JOHNSON

A conversation with Sara Johnson, TruMotivate's Director of Higher Education.



What is it that you enjoy the most about TruMotivate?

Sara: I get the opportunity to meet new people nearly everyday at TruMotivate and when we talk about their assessment results, my first impression of them is based on a time when they were at their best. This changes my encounter with all people, which brings both great excitement and a positive experience with so many relationships. Just imagine a job in which everyone you meet reveals times when they were at their best, and imagine working with coworkers whose habits and approach to their work are about seeing you at your best. In my work with TruMotivate I get that rare opportunity.

How does that perspective impact students working with TruMotivate advisors and facilitators?

Sara: During my time in college career services, advising students, I often met with students who were seeking guidance during challenging times. Often they were students that didn't know how to take their next steps, how they should shape their career pursuits, frustrated in expressing themselves to interviewers or were simply feeling lost or uninspired. They came to my office at a time when they may have been feeling uncertainty, anxiety, confusion, or loss of confidence, and that was the starting point of the advising session.

Now, with TruMotivate, these same students engage with an advisor who gets to see them at their best from their first introduction. Imagine someone seeking guidance and the advisor's first impression and first conversation is about the stories that they remember most fondly. This really changes the dynamic with advising. Students experience

someone seeing them in a positive light, and that helps build rapport quickly. Using the tools in the TruMotivate report helps students see the value they have to offer, find focus, and make better decisions.

What are the top things you hear from people in higher education career services using TruMotivate?

Sara: One comment that really made me think about the power of using TruMotivate was the comment "TruMotivate gives back to me 20 minutes of initial advising time". This person was expressing how long it often took to just get a productive conversation going with a new student they meet for the first time. They explained that they often were asking students to tell them about themselves, what they were interested in, what they were good at, what they thought they might like to do or enjoy as a career path. These questions and introductions often ended up with the same answer "I don't know," or simply took time to break the ice. Starting from the stories that students had in their reports immediately created context and insight for productive conversation and the capacity to provide more impactful guidance.

Another thing I often hear is how complementary TruMotivate is with their current curriculum. Almost immediately after a career advisor goes through training on TruMotivate, they start to either generate ideas on how it can be integrated within their advising framework or identify how TruMotivate meets the needs of their current curriculum. For example, the language in TruMotivate fits well into developing a personal purpose statement. I've seen talented career advisors integrate the results of TruMotivate into student orientations, first-year experience programs, conditional and at-risk programs, and Design Your Life curriculum. We love to share ideas and tools with advisors and get excited to see how our clients build upon the foundations of TruMotivate to develop new resources.

TruMotivate is self-awareness made actionable. We know it's pivotal to become self-aware and to build on this through a student's journey. TruMotivate goes deeper to get to the why of your drives and reveal your motivations, then frame these into actionable steps. Exploring and evaluating opportunities, shaping your experiences with motivational alignment, or sharing and expressing the unique value one brings to a team or job are all applications of the TruMotivate personal report.



THE POWER OF MEANINGFUL STORIES

“A life is a story. That is the proper way to look at it. The best way to interpret and explain a life is in a narrative way. No other way will do.”
 - William Kirk Kilpatrick

Ask a student to tell you about something that they have enjoyed doing and believe they did well. Their response may be a recent incident or distant memory, but when you probe for more detail you will hear a remarkable story revealed about your student. At times your student may become highly animated or even feel transported back to the moment. This is the narrative that develops an activity story.

WHAT DO WE MEAN BY ACTIVITY STORY?

Any activity the person enjoyed doing and believes that they did well.

Can be from any age or stage – childhood, teen years, adulthood.

May have occurred in one’s studies, home life, free time, extracurricular or work activities.

Does not have to fit conventional definitions of “success” ... or factor in what others thought.

EXAMPLES OF ACTIVITY STORIES

“I built and mastered the tallest pair of stilts in my neighborhood. I started a stilt craze among friends.”

“A friend and I developed and designed a cool magazine for Spanish class.”

“I worked in programming at a summer camp and really enjoyed it.”

WHAT DO THESE STORIES TELL US?

Stories help us see quickly a student’s unique behavioral drives and authentic self-expression.

Reveal a consistent inner pattern of behavior and those core motivations that drive it.

Reflect student’s personal sense of well-being, doing good, and experiencing fulfillment.



TRUMOTIVATE STORY QUESTIONS



Being a TruMotivate Guide is something like being a docent in an art museum. As you encourage them to engage in deeper reflection on their motivations, they will begin to see their interests, talents, and gifts from a new perspective, recognizing how they can and do contribute to the world around them. You have the opportunity to guide them in seeing how their motivations show up in their stories to reveal their uniquenesses.

OVERVIEW OF TRUMOTIVATE ASSESSMENT STORY QUESTIONS

TruMotivate uses a strategic process when asking students to self-reflect and provide a story about themselves. The questions encourage deeper reflection and expansion on key components.

STORY QUESTION: PART 1

What is an activity that you believe you did well and provided you with a sense of satisfaction?

Always treat each story with the utmost respect. This activity has given the student a great sense of meaning and joy. Look for how they got started in the story. What is the situation like?

STORY QUESTION: PART 2

What did you do along the way?

What the student “did” is what they naturally “do” to fan the flames of their core motivations. They will often end up describing their natural competencies and abilities.

STORY QUESTION: PART 3

What was most satisfying about the story?

Their responses here point to the student’s core motivations. This is where their “energy” is, and what they (often subconsciously) are driven to repeat. The result is life-giving and conscious awareness of this outcome provides insight into which majors, careers and roles may be a good fit.

3 STEPS FOR PREPARING FOR INDIVIDUAL FEEDBACK

Three key parts for preparing to deliver an impactful student feedback session.



TOP 5 MOTIVATIONS

REVIEW THE 5 MOTIVATIONS

Read and become familiar with the definitions, the Characteristics and the Contributions for each of the Top 5 Motivations.

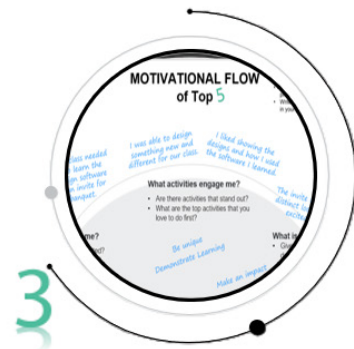


STUDENT STORIES

READ THE ACTIVITY STORIES

Read each of the stories with an “eye to” what the student is doing and what is satisfying for them. Where do you see this connecting with their motivations?

Circle, label, or note for yourself words and phrases in their stories that reflect their top motivations.



MOTIVATIONAL FLOW

CREATE HYPOTHESIS OF MOTIVATIONAL PATTERN

Based on the stories, determine what appears to be the outcome motivation. These are often the most important result from the activity.

Then identify the activator motivation that sparked their involvement. Using the flow model sequence, arrange the motivations into a linear pattern of:

Activator > Process > Outcome

If the story lacks enough detail or information to identify the patterns in the motivational flow, note these as questions for inquiry during your time with the student, to help identify the components of their motivational flow.



CONNECTING STORY TO MOTIVATION

STUDY THE TOP 5 MOTIVATIONS

Which of the descriptions, characteristics and contributions closely connect to what excites you?



Demonstrate Learning

You are motivated to learn how to do something new and to show that you can do it.

Description



Show and tell

You enjoy developing knowledge or skill to the point of proficiency, then demonstrating that proficiency.

Characteristics



Being the example

Your energy comes in teaching, showing, modeling and living out what you've learned.

Prove out ideas

Inspire others to try new things

Mentor the next generation through your actions

Contributions

CONNECT TOP MOTIVATIONS TO STORIES

Highlight or write down motivational connections you can identify in your own stories to your top motivations.

Name your story:

One-Act Play

What I did along the way:

When I was in 6th grade, I had the opportunity to act alongside my dad in a one-act play directed and produced by a theater student at the college my dad worked at. My dad and I were the only two characters and on stage for the entire play, so there were a lot of lines to memorize.

What was most satisfying about the story?

I loved the process of memorizing the lines and then successfully delivering them during the performance. I enjoyed being on stage, performing, and getting to be involved in something so unique as a young child. I loved the excitement of the entire dress rehearsal and performance process (costumes, hair and make-up, waiting to go on stage, getting "good luck" flowers beforehand, the positive feedback afterward). This performance led to other opportunities in community and school theater, which were very exciting for me throughout my school experience.

Demonstrate Learning

Be Unique

Evoke Recognition

Your Stories

Story

1

2

3

Name your story:

Small Group Communication

What I did along the way:

I was in a group where I unified them together by communicating with individuals in the way that they understood and created a safe space for them to be vulnerable and authentic. I would see people, what they were feeling and thinking, especially those who felt misunderstood, and let them know that their experience was valid and that it was important. In a large group setting, I would add essential information to discussions so that everyone could understand what was going on in more simpler terms.

What was most satisfying about the story?

It made people really excited when my words brought them more understanding and helped them see the vision of what we were doing and bring a restored sense of community around it. I felt really good that I was an important part of making the group the best it could be. I liked getting everyone to a place where they felt seen and heard.

TRUMOTIVATE

This example demonstrates how motivations can be expressed in an individual's story. In preparing for a session it is helpful to read through the stories and find phrases that align to motivational characteristics.

- Establish
- Comprehend and Express
- Be Unique
- Influence
- Achieve Potential

Your Stories

Story

1

2

3

Name your story:

Small Group Communication

Comprehend & Express

Influence

What I did along the way:

I was in a group where I unified them together by communicating with individuals in the way that they understood and created a safe space for them to be vulnerable and authentic. I would see people, what they were feeling and thinking, especially those who felt misunderstood, and let them know that their experience was valid and that it was important. In a large group setting, I would add essential information to discussions so that everyone could understand what was going on in more simpler terms.

Establish

What was most satisfying about the story?

Experience the Ideal (6th Motivation)

It made people really excited when my words brought them more understanding and helped them see the vision of what we were doing and bring a restored sense of community around it. I felt really good that I was an important part of making the group the best it could be. I liked getting everyone to a place where they felt seen and heard.

Achieve Potential

TRUMOTIVATE

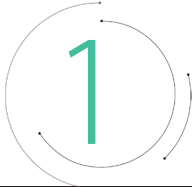
SECTION 5

FACILITATING FEEDBACK SESSIONS



CONDUCTING THE FEEDBACK

Steps for guidance during a facilitation.



MOTIVATIONS & REPORT

1. Review the top 5 motivations and which ones the resonated with them. Use the characteristics and contributions in the report to identify words or phrases that resonate with the student.
2. Ask if any motivations surprised them or need clarity in definition.
3. Check for clarity and understanding of the graph of all 27 motivations. Note which are their “Love-to-do” (Green), their “Can-do” (Black), and “Have-to-do” (Gray) motivations. Also explain that these are not necessarily competencies, but rather, what they naturally enjoy doing or accomplishing.



STORY CONNECTIONS

SHARE THEIR ACTIVITY STORIES

1. Ask if there was one story that was more meaningful to them and discuss the elements of that story. Use inquiry techniques, if necessary, to help identify the activator, process, and outcome motivations.
2. Demonstrate the reflection process by showing them how their motivations stood out and aligned with their story.
3. Have the student select another story. Ask any inquiry questions to help them reflect on their engagement in the story. Then have them identify which of their top motivations are expressed in their story and in what ways.



MOTIVATIONAL FLOW

IDENTIFY MOTIVATIONAL PATTERN

1. Show them the pattern that appears in their stories as their motivational flow.
2. Discuss how these motivations work together for a purpose.
3. Explain the value of knowing their pattern. This represents a rhythm of how one can be their best self. When people truly understand what they do best, they are more satisfied, productive, and engaged.



CAREER CONNECTIONS

EXPLORE CAREER CONNECTIONS

1. Express how motivations play an important factor in career and work.
2. Discuss which Career Clusters are of greater interest to them. Explain how their own interests and exploration are important in considering these results.
3. Review the occupation suggestions in their report. Which roles or types of work pique their interest? Use the hyperlinks to My Next Move for further exploration.

QUESTIONS FOR STORY INQUIRY



QUESTIONS: IMMEDIATE REACTION

Questions to gather insight about their first reactions to the report results.

- What was it like taking the assessment?
- What did you think when you first saw your results?
- Which motivations immediately grabbed your attention?
- Were there any results that surprised you?
- Which motivations seemed to resonate with you the most?

QUESTIONS: ESTABLISH GOALS/PURPOSE

Questions to establish goals or what they would like from the session.

- What do you want to get out of this session?
- Is there something that would be helpful for you to understand with your motivation results?
- If motivations could help you take next steps, what next steps do you hope to take?
- Is there a specific problem or scenario you would like to resolve?
- How do you envision your results helping you next?

QUESTIONS FOR STORY CONNECTIONS

QUESTIONS FOR FLOW: ACTIVATOR

Questions to gather insight about what activates an individual.

- How did you get involved?
- What was it that interested you?
- Can you explain how you got started?

QUESTIONS FOR FLOW: PROCESS

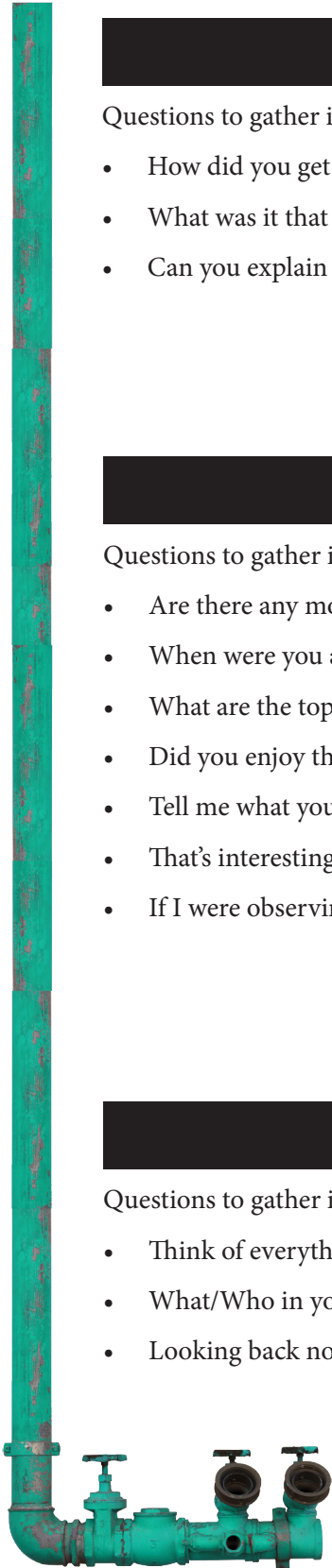
Questions to gather insight about which activities engage an individual.

- Are there any moments that stand out about what you love to do?
- When were you at your best in this story?
- What are the top activities in this story that you love to do first?
- Did you enjoy that?
- Tell me what you liked about that.
- That's interesting.... tell me more.
- If I were observing you in this story, what were you doing?

QUESTIONS FOR FLOW: OUTCOME

Questions to gather insight about what results are most satisfying to an individual.

- Think of everything that you did, what do you find the most satisfying?
- What/Who in your story was most impacted and why?
- Looking back now that all the effort and work is completed, what was most satisfying about the result?



TIPS FOR STORY INQUIRY

NOT ENOUGH INFORMATION

Questions to assist on expanding on the story to identify the activator, process, and outcome motivations:

- Say more about how you got involved in this activity- what do I see you doing?
- Is there anything else I might see you doing when you are involved?
- Are there things you are focusing on, or thinking through, or thinking about? If so, say more about how you did that.

STORY TOO BROAD

Questions to help focus on a specific time so that their story recall can provide specific activators and activities that have an energy or emotion in connection:

- Is there a specific activity in this story that you remember enjoying? Say more about how you did that.
- Can you say more about how you went about doing (XXXX - whatever “verb” they are describing)
- I’d like to be able to “see you in action.” If I were there and watching, what else would I see you doing?

CONNECT MOTIVATIONS TO SIMILAR SCENARIOS

Questions to help expand understanding of one’s story and connect motivations:

- As you think about this whole activity, which motivation (s) seems to be “behind” most of it?
- Can you remember other times in your life you were in similar circumstances or a similar activity? Tell me about those.
- Do you see any of these top motivations “at work” there?

PREPARING FOR THE FEEDBACK

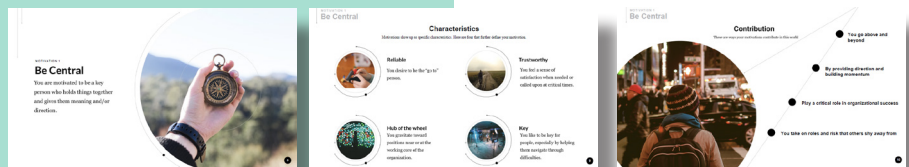
STUDENT FACILITATION QUICK STEP GUIDE

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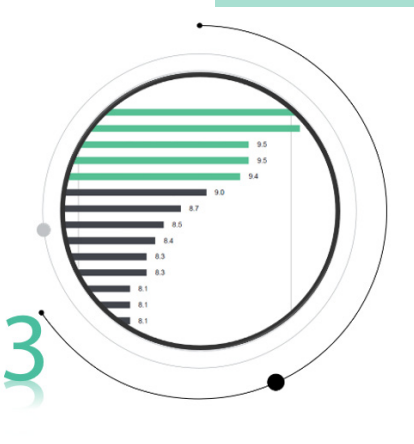
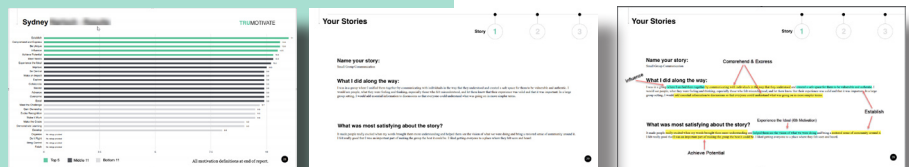
Step 1: Review the Top 5 Motivations

Review the student's top 5 motivations. Use the report to review each motivation's definition along with the descriptors under Characteristics and Contribution. These will help you learn the motivations and identify signs of the motivations in the individual's stories.



Step 2: Read the Stories and Identify Motivational Connections

Read the student stories in the report. Note any language in the stories that may connect to the individual's motivations. Highlight phrases that show an expression of one or more of the top motivations.



Step 3: Develop a Preliminary Motivational Flow

Create a hypothesis of their motivational flow by identifying what may have activated involvement in an activity, which motivations they engaged during the story, and which motivation appears to be most satisfying. This pattern will become clearer during the facilitation.



CONDUCTING THE FEEDBACK

STUDENT FACILITATION QUICK STEP GUIDE

Note: When printing this page for quick reference, use legal size paper.

STEP 1

Step 1: Build Rapport and Understand Motivations Definitions

Motivations are built on stories of a time when people were at their best. Build rapport by acknowledging their story and the significant role they played in it.

Review their motivations and ask which ones resonated most with them. Use the characteristics and contributions in the report to identify phrases they connect with.

Ask if any motivations surprised them or need clarity. Help them understand that motivation's definition and characteristics if necessary.

Check for understanding that the graph represents what they are most motivated by and least motivated by, and that these are not competencies.

STEP 2

Step 2: Discuss Stories and Make Motivational Connections

The stories in the report are their responses to 3 questions: What is an activity they did well and gave them a sense of satisfaction? What did they do along the way? What was most satisfying about the story? Build from their responses to help them see how their motivations are drivers in their story.

Discuss a meaningful story and use your inquiry skills to identify and highlight their activator, process and outcome motivations.

First, demonstrate the reflection process by showing them how their motivations stood out and aligned with the story. Then have the student reflect on another one of their stories and identify for themselves where their top motivations were expressed.

STEP 3

Step 3: Identify Their Motivation Pattern

Our motivational pattern (activator, process, outcome) helps us understand our drives and what brings us enjoyment, engagement, and satisfaction in certain activities.

Show them the pattern that appears in their stories as the motivational flow. Then discuss how those motivations work together to create their own unique motivational profile.

Explain the importance of knowing their pattern and how this rhythm helps them to be at their best. When people truly understand what they do best, they are more satisfied, productive, and engaged..

STEP 4

Step 3: Explore Career Connections

The career connections you make in this step will depend on the student's current stage in their academic journey. Those early in their journey may use these suggestions to guide their class selections or internships. Those at the completion of their schooling might use these suggestions to identify jobs to apply for or develop wording for their resume.

Explain that the occupations in the report are aligned with their motivations. These are examples of potential roles that they might find satisfying, rather than prescriptive of what they *should* or *can* do.

SECTION 6

DIVERSITY, INCLUSION, & BIAS



“Everything we are is at every moment alive in us.”

~Arthur Miller, Author & Playwright

BIAS CONSIDERATIONS

Examine the bias you may bring to the facilitation.



Identify & Define



Seek Understanding



TruMotivate Application

As human beings bias is inevitable. Since TruMotivate naturally harnesses and centers discovery of motivations through stories, it's imperative to understand the basics of how bias could impact a facilitation session.

Bias is a learned cognitive shortcut that automatically sorts people into categories. Human beings navigate many different types of bias. Some to be aware of are: implicit bias, explicit bias, and confirmation bias.

Identify & Define



IMPLICIT BIAS

Also known as unconscious bias, **implicit bias** is buried deep within the person's consciousness and awareness. These beliefs often are in direct conflict and can contradict individual's held beliefs and values.

EXPLICIT BIAS

These held beliefs tend to rest more in the forefront of your mind. There is at least an acknowledgment that you hold some of these beliefs and ideas. You are aware of your biases and continue to harness and leverage those thoughts, feelings and actions. Sometimes in order to maintain "political correctness" one may choose not to voice what they really think and feel.

CONFIRMATION BIAS

We tend to favor ideas that support our existing beliefs. A perfect example of confirmation bias is examining the accounts/influencers you follow on social media. Your social media feed has the making for a lot of confirmation bias. You likely follow people who see the world the way you do, and therefore, further confirms the reality you think is true.

HOW THIS WORKS

Identify & Define



For example, let's say you have an implicit/unconscious bias against home school students. You might question the quality of education they received at home and assume that many of these students are "socially awkward." You harbor these fleeting thoughts but don't pay them much attention until you are preparing for a TruMotivate facilitation (where the bias moves from unconscious to more of your awareness, and you feel uncomfortable naming it, yet you notice the bias's presence). You read through a student story that indicates that the student was home-schooled but their family traveled a lot and interacted with many different types of people. You may be curious about that because it disrupts the bias you hold. It may cause some clouding to how you ask or don't ask questions in a session. If you were to identify that bias and start uncovering it, you would be able to understand some of your defaults and rewire how you approach your facilitation.

A note on both implicit and explicit bias: They are related but distinct mental constructs. They are not mutually exclusive and can, at times, reinforce each other. Additionally, implicit bias can quickly make its way into your consciousness once it is realized. Bringing your implicit/unconscious bias to your awareness is powerful and allows you to consciously re-wire your thinking.

BRITTANE GELESKE

DIVERSITY & INCLUSION CONSULTANT



BIAS CONSIDERATIONS

Seek Understanding



Bias is often about your brain taking shortcuts based on what it assumes to be true.

HOW DOES BIAS AFFECT OUR INTERACTIONS?

Our Perception – how we see people and perceive reality

Our Attitude – how we react towards certain people, or when we choose not to react.

Our Behaviors – how receptive/friendly we are towards certain people, or how we are unfriendly, suspicious, and rude toward others.

Our Attention – which aspects of a person we pay most attention to or what we choose to “ignore” this could benefit or hinder someone depending on the circumstance.

Our Listening Skills – how much we actively listen to what certain people say or how you choose not to listen or willingly ignore what someone is saying.

“We think we see the world as it is, when in fact we see the world as we are”

Franklin Covey



BIAS CONSIDERATIONS

TruMotivate Application

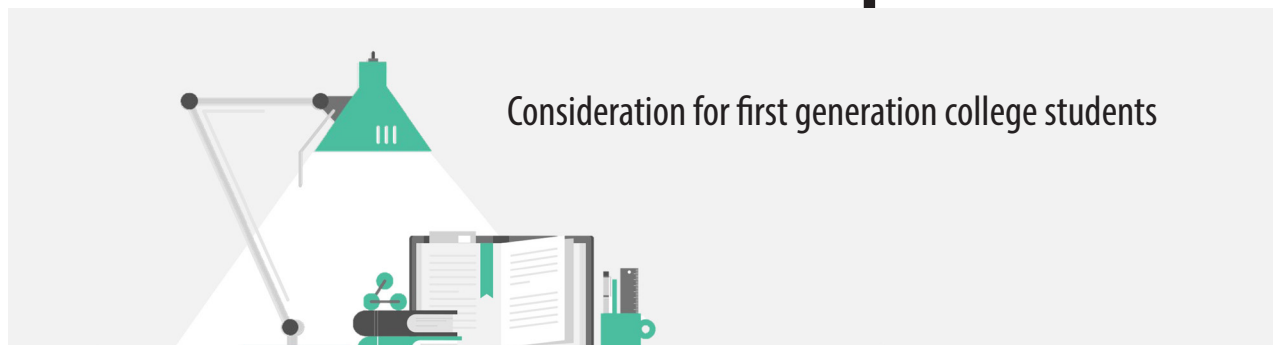
Understanding students' stories with awareness of bias can impact how you interpret results.



- When left unexamined bias could lead a facilitator to completely misunderstand the student's story and misinterpret motivational connections based on held biases.
- This could impact how a facilitator asks/answers questions, how they make connections for the student, and the overall energy the facilitator brings to the session.
- Without a facilitator uncovering some of the unknown biases or addressing known biases, offering true understanding and support to the student is severely compromised.
- Therefore, understanding and addressing bias personally and professionally is crucial to an accurate and thorough TruMotivate facilitation.
- The remedy for this is to understand your own biases and commit to continue to work through biases, as you are made aware of them.
- Veteran higher education professionals' brains may have the most work to do around bias due to familiarity and longevity in the field. Therefore, it is even more important for those individuals to be aware of some of the shortcuts their brain engages in. There may be a tendency to be on autopilot, which impacts their discovery of bias and can have repercussions around how they facilitate TruMotivate with students.
- Bias is not something to master, but to have a growth mindset towards.

BIAS CONSIDERATIONS

Career Development



As the landscape of higher education grows and evolves it's more important than ever to survey different trends and populations that impact practices and services. A growing population within higher education is first generation college students. Below are some practices to keep in mind while working with this demographic and as you administer the TruMotivate assessment.

First Generation College Students

- First generation college students harness an amazing amount of grit, resiliency, tenacity, and perseverance. Many of these students are bi-lingual or multi-lingual and possess qualities that are often over-looked such as an understanding of the importance of communal flourishing.
- Creating an environment where these students truly feel welcomed and don't abandon who they are while also recognizing some of the unique support is required.
- Oftentimes without someone within their family or community to seek guidance from, first generation students may find themselves lost and misunderstood. Some common experiences are difficulty adjusting to the academic demands of college, having to work and attend school full-time, anxiety about financially supporting themselves and their family, and pressure to select a specific major and/or career path.
- In your work with this population, best practice suggests that understanding some of those "road-blocks" and difficulties can inform how and when you provide support and services for these students.
- Additionally, it may be helpful to host a series of programs and services that target additional career coaching and support for this population (keep in mind: students may not know what a "career coach" is therefore, kindness, understanding, and clear communication is key).
- As you are guiding a student through a TruMotivate facilitation you may need to emphasize the importance that this is one tool to assist the student with their self-discovery and career options. Especially if the students career results are different to what they are actually studying. Taking the time to explain O*NET results and understand that first generation students may have a different understanding of career, life goals, etc. Specifically, a mindset that has an emphasis on "what could this career do for my family/community" vs. "what could this career do for me." Caveat: not all would necessary have this mindset, but it is one that is rather common.
- Lastly, there is not a "one size fits all" in terms of support for this demographic. Understand that anything you read (including the information here) is to help with overall learning. Therefore, a posture for professionals to embody is to understand that there are commonalities within this population, but each first generation student has a unique story, unique needs, and not all need the same level of support. Keep in mind and try to abstain from any blanket statements and assumptions that you may employ.

BIAS REFLECTION GUIDE FOR FACILITATORS

TRUMOTIVATE

Come back to this reflection guide periodically and update it with insights from your conversations with students or clients.

General Bias Reflection:

Name a bias that you are aware of in your own perspective.

What is it?

Why do you think you hold this bias [provide some context to how you think it originated].

What areas in your life have been affected by this bias, either positively or negatively? What's the impact?

Who might you be positively biased towards?

Who might you be negatively biased towards?

EXAMINE BIAS FURTHER



TRUMOTIVATE

Individual or Team Reflection Activity

In the spirit of continuing to examine bias, you may wish to take an implicit bias test and reflect on your results on an individual level or as a team.

Visit Project Implicit



<https://implicit.harvard.edu/implicit/takeatest.html>

Discuss your results either with someone you trust or a colleague.

Were you surprised by the outcome? Why?

Are there some practical steps you can take individually to continue to examine bias?

What are some steps we (as a team) will commit to?

This bias test not meant to diagnose you but to help you seen how your brain is tricking you. The hope is to be made aware of how automatic and deeply rooted bias is.

These exercises are meant to be completed individually or within in a team context. If completed in a team, ensure there is a mutual understanding of creating a brave space to share due to the vulnerable nature of the conversation and process of uncovering personal bias.

Considering motivations:

Are there certain TruMOTivate motivations that you have prescribed to certain “types” of students or motivations that you naturally connect with more? Notice that and see if there is a bias connected to that inclination.

SECTION 7

CONNECTING CAREERS



**To coach someone, you have to know
what drives them.**

SPOTLIGHT

APRIL STENSGARD

A conversation with April Stensgard, TruMotivate's Vice President of Partnership Development.



What was your experience implementing TruMotivate in Higher Education?

April: At my previous university I was the Director of the Career Development office. We first started implementing TruMotivate as an offering during our student appointments, and because of the value and potential of using this with our students we expanded TruMotivate into other areas of the career program and divisions of the university. This included Student Orientation for every incoming freshman, as well as classroom curriculum for exploring careers and articulating motivations for job pursuits. We also trained faculty, staff and peer (student) advisors to use TruMotivate for deeper conversations with students in areas such as enrollment, student life, academic advice, and residence life.

You have been recognized for your unique approach to helping students think about their academic and career connections, can you explain how TruMotivate fit into that?

April: When students gained an understanding of their motivations, these became a foundation on which to build their academic and career pathways — something they could return to throughout their four years. We used a framework for self-discovery and application:

1. Explore Your Story
2. Shape Your Story
3. Share Your Story

Explore involves understanding our uniquenesses, which are revealed in our core motivations. It involves looking back on the story of one's life and how they have developed so far, and the story they hope to write for their life — their dreams, desires, and motivations. That's one thing we really loved about TruMotivate: it's the only assessment that focuses on the individual's personal stories.

Shaping your story consists of ways of engaging and further developing one's top motivations. This might include activities, hobbies, volunteer opportunities, and internships as well as full-time roles in the workforce. Career exploration is an important part of this journey for students taking TruMotivate.

When we *Share* our story, we find ways to articulate our core motivations to others, most often for professional purposes. This might be in one's resume, on LinkedIn or Handshake, or in a job interview.

How do sharing and shaping our story develop over time?

Sharing and shaping our story are really iterative. As you live into your motivations through activities and professional experiences, you continue to develop your story. And then you need to refresh how you share or communicate about those experiences.

What is the best way to communicate and express your motivations?

Once students develop their motivational statement the power comes in learning how to adapt it in different contexts, such as on cover letters, in a resume or profiles, or even in an interview. We used TruMotivate's activity Creating Your Motivational Statement to help students learn how to articulate their motivations and to adapt it for a variety of contexts.

You say career exploration is an important part of shaping one's story. How can TruMotivate support this process?

I love how TruMotivate is designed to expand one's possibilities. Most other assessments provide either insight on one's strengths or personality, OR directions for their career path based on interests and skills. However, TruMotivate combines these together to really power career development for students or any individual in the early stages of a career. TruMotivate's occupational results open up opportunities, showing some ideas students may not have thought of or been exposed to that they might find genuinely fulfilling. It isn't trying to be a diagnostic tool or pigeon-hole them into a specific career; rather, it helps them evaluate possibilities for motivational alignment. It instills a sense of agency in students as they explore career possibilities.

MOTIVATIONALLY ALIGNED CAREERS

TRUMOTIVATE & ONET

The O*NET is a database of occupations developed and maintained by the U.S. government, which catalogs characteristics of nearly a thousand jobs, the competencies and credentials required for these roles, and the opportunities in these and related areas. O*NET and My Next Move provide a rich collection of online resources and tools to explore careers and analyze jobs.

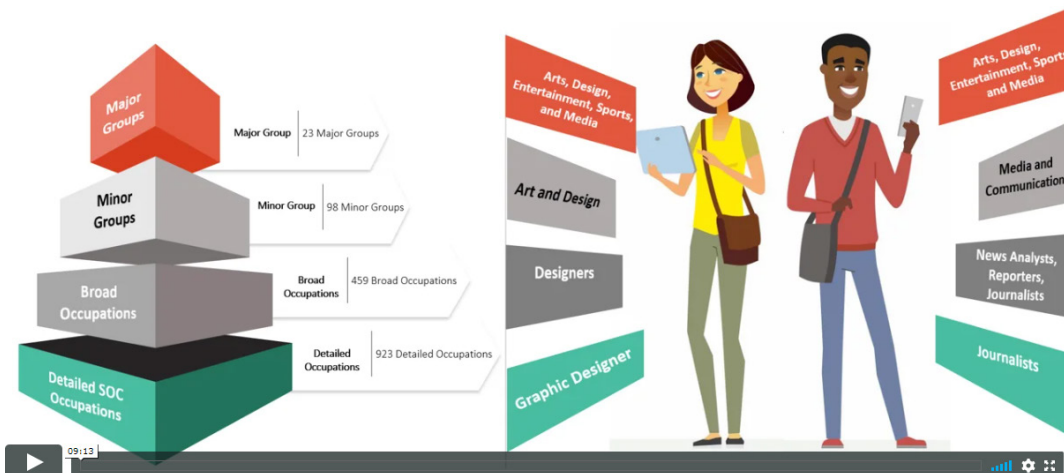
Each of the hundreds of occupations listed in O*NET is described and rated across a common set of dimensions. Using these underlying O*NET dimensions and occupational ratings, a team of TruMotivate and O*NET experts, in partnership with scientists and experts in the field of assessment development, rated each of the 27 motivations across the O*NET taxonomy.

This structure enables TruMotivate to generate a list of motivationally-aligned occupational possibilities, derived from one's top 5 motivations. The occupational recommendations in the TruMotivate report are the result of this mapping process.

These are a great start for a student's career exploration.

O*NET-SOC Taxonomy

The new O*NET-SOC taxonomy includes 1,016 occupational titles, 923 of which represent O*NET data-level occupations.



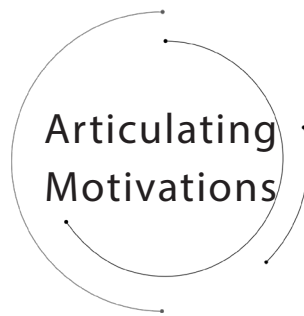
Watch video at: <https://vimeo.com/454863887>

CAREER STAGES

Motivations provide insight that can apply to various occupational stages or needs. The TruMotivate-O*NET results are designed to help those who are undecided in their career pursuits or who in transition and desire to explore new occupational directions. Those preparing for job opportunities will benefit from understanding how to articulate their motivations and the positive contributions they can make in a work setting. Understanding one’s motivations can also provide guidance for navigating workplace environments and interpersonal dynamics.



Imagine doing something that fulfills and motivates you. Explore careers that align with your motivations and help you to be and do your best.



Explain to others the ways in which your motivations contribute to or positively impact a team, company, project or environment and help you stay engaged.



Understand how to influence your work environment through your motivations. Prepare to navigate cultural and interpersonal dynamics in a healthy and sustainable way.

Support your students with a deeper understanding of their motivations in all stages of career and professional growth.





Think about a program of study or careers that you have considered. Can you identify a career that complements your motivations?

After reviewing the motivationally aligned careers, which ones grabbed your attention first?

Explore how these careers connect with your motivations. Are you able to see how your motivations are engaged?

Example: If you are motivated to Meet Needs, is this a role in which you can find meaningful ways to serve, help, or benefit others? If your motivation is Finish, is this career path one that allows you to see things through to the end?

Do these careers connect with the ways you tend to contribute? Do the work environments align with those ideal for your motivational profile?



Your motivations are core to who you are, and the ability to articulate the value they contribute will be helpful in writing resumes or applications, expressing yourself in interviews, or thinking about questions to determine job fit.

Look back at your stories and identify the moments you felt a sense of accomplishment and enjoyed the process.

Start by creating a motivational statement and then adapt it for use in various contexts such as resume descriptions or points to express in an interview as appropriate. Or reframe one of your stories as an example of how you may contribute to a particular role through your motivations. Use language and text from the characteristics and contributions to help articulate your motivations and how they have a positive impact on your work.

Review the ways you often contribute through your motivations and express how these can help you make an impact right away, even as you are learning a new role.



Getting started in your first role? Leverage your motivations to get off to a great start. Think about how your motivations play into the way you go about your work. See how your motivations impact not only you, but also those you work with.

Be aware of motivational tendencies and perceptions so that you can identify unman-aged motivational behavior that can become damaging.

Motivations can play into career transitions. Learn how understanding motivations can impact advancement or burnout and inform your next career decision.

Evoked Recognition

Characteristics
Motivations draw up specific characteristics. Here are four that define your motivation.

- Enjoy the spotlight**
Your focus is on gaining visibility.
- Bring others together**
You identify angles that will enable you to attract others.
- Desire feedback**
You are motivated for an audience to react to what you say and do.
- Shine the light**
You brighten the awareness of a purpose or cause of an individual or organization.

Evoked Recognition

Contribution
These are ways your motivation contribute in this world.

- Draw-out and pr an appreciation beauty
- Raise recognition for cause that right companies
- You take on starring and inspiring ro
- Tap into the aesthetic and eternal to impact ot

Evoked Recognition

In Your Work
Your motivations are optimized and your work becomes an extension of the right environment, and thereby the right career role. Consider how this motivation may affect the environments where you work and the type of career roles you would be considering.

<p>+</p> <p>Ideal Work Environments</p> <ul style="list-style-type: none"> A place where competition allows for striving and driving. A company that has a clear and defined audience. Where marketing can be measured, and people can be moved. Where the role has a performance element and/or Public Relations element. 	<p>-</p> <p>Challenging Work Environments</p> <ul style="list-style-type: none"> A place where the individual employee doesn't stand out. An environment where the contribution isn't easily measured. A role that doesn't promote a key and central aspect. A company that doesn't thrive on Public Brand and/or Competition.
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TRUMOTIVATE

CREATING A MOTIVATIONAL STATEMENT GUIDE

Use the following pages as an activity to create your motivational statement.

This activity is also available in a printable version to use with your students.

INSTRUCTIONS FOR FACILITATOR:

1. Meet + Greet

Introduce yourself with examples of motivations and activities.

Introduce yourself with a short story of an activity you enjoy in your role or in your life. Then share your top 3 motivations and connect them to what resonates in your role or life. In this way, model for students the activity you are about to do.

2. Understanding Motivations Uniquely Describe You

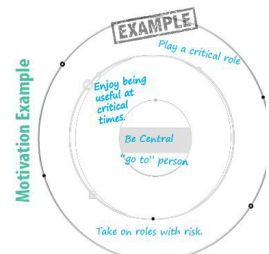
Help students understand their own motivations have a pattern that they can use to create a distinctive statement about themselves.

This exercise will help students see how their stories connect to their specific motivations. Using their stories, work with them to help them see their motivations “at play.” We will also combine multiple motivations into a unique statement to show how they work together. Additionally, knowing and being able to describe this will give insight into career roles and environments where students are more likely to thrive.

3. Classroom Activity - Motivations That Are Core

Print and share the student handout to complete the target activity.

In the activity, students will choose 3 of their top motivations to focus on. They will complete the circle target activity to understand them better and identify what most resonates about their top motivational descriptors. These would be phrases that connect with how motivations play out in one’s life or that they feel best describe them.



4. Create Your Motivational Statement

Activity to create one’s own unique motivational statement.

Human beings are complex! Our motivations combine with each other to drive our behavior, decisions, and how we engage. In describing ourselves, we want to capture our uniquenesses. Once students understand their motivations, it is helpful to be able to express what drives them and the value of their contribution. This activity will help them articulate who they are and their unique value in interviews or in a profile such as LinkedIn or Handshake.

TRU MOTIVATE

MOTIVATIONS THAT ARE CORE TO ME

INTRODUCTION:

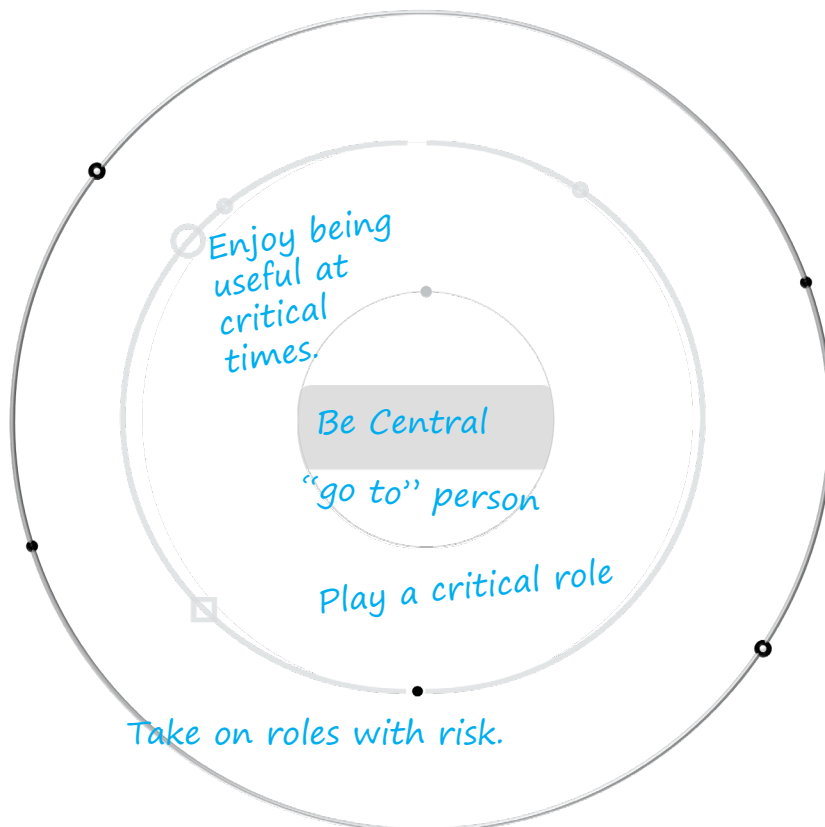
This exercise will help you see how your stories (and your motivational behavior and situations) connect to your specific motivations. Using your stories, we will work with them to help you see your motivations “at play.” We will also combine multiple motivations and help you see how they work together. Knowing this, and being able to describe this, will help you have more insights into career roles and environments where you can thrive.

In this activity we will take 3 of your selected top 5 motivations to work with. Each motivation’s “work” will be done in a separate circle.

INSTRUCTIONS:

1. Choose a motivation to focus on. Write that motivation in the center of the circle.
2. Read through your report sections on that motivation and pay special attention to the description, characteristics and contributions.
3. Write down words and/or phrases that help you understand that motivation. The more the phrase connects with you and how your motivation plays out in your life, the closer you should write it to the center of the target.

MOTIVATION EXAMPLE

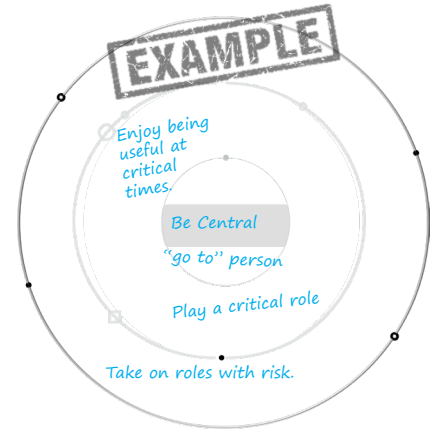
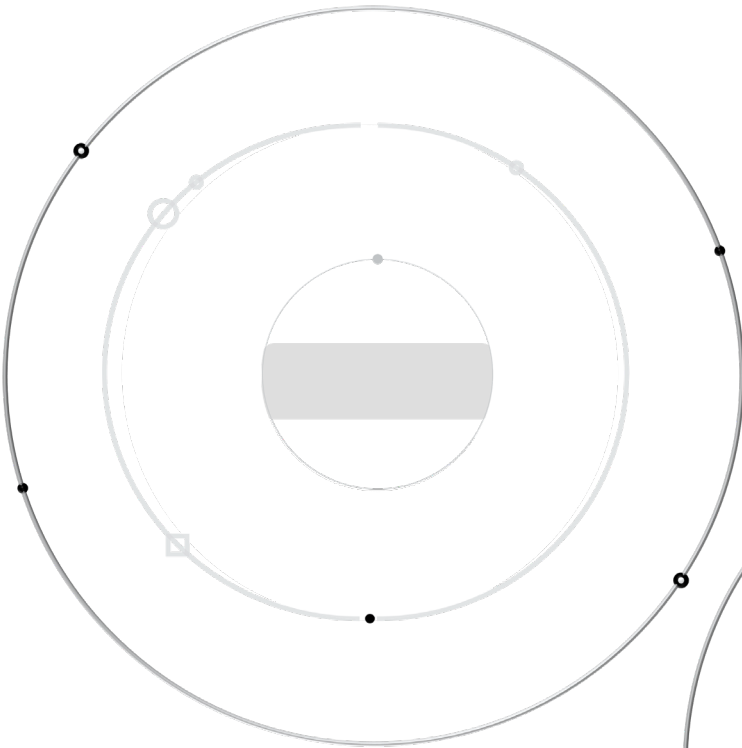


EXAMPLE

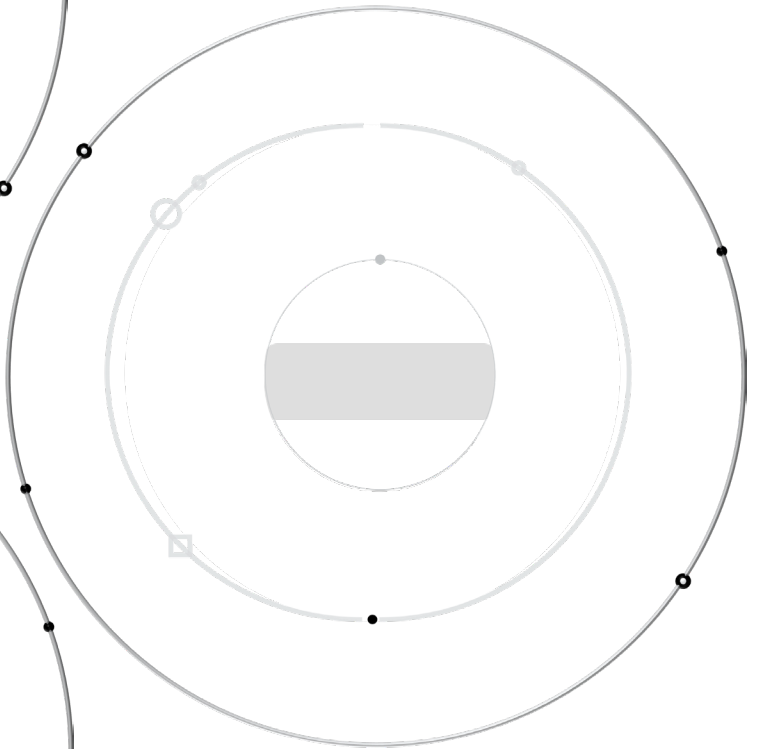
TRU MOTIVATE

MOTIVATIONS THAT ARE CORE TO ME

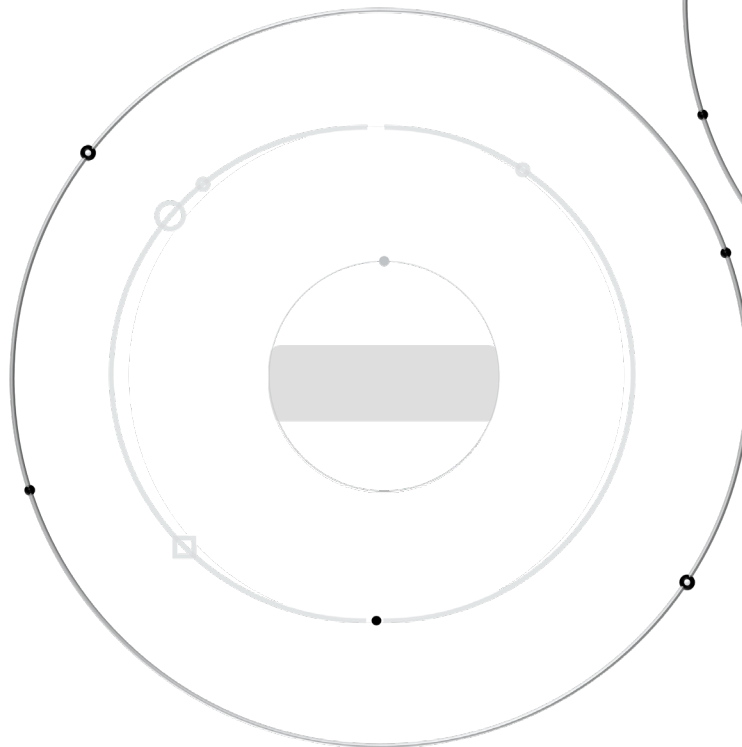
MOTIVATION



MOTIVATION



MOTIVATION



TRU MOTIVATE

Create a motivational statement

For each motivation you will use a “formula” to put together a statement that describes the motivation in action and why you are driven to take action.

You will combine the motivations and the descriptors that you listed that most resonate with you into a motivational statement. Using your three motivations think about what describes you when you are at your best. Use at least one phrase/words from each motivation circle to create a sentence that reflects real-life examples of how you engage and what drives you.

This activity is especially helpful for you when describing yourself to others. You can use these statements on your resume, and you can use these as examples for interviewing, or for adding a statement to your professional profile like LinkedIn.

The formula looks like this:

I am motivated to Problem solve and collaborate with others (Motivations Make it work & Collaborate)
(think of an action(s) you enjoy)

I enjoy contributing in a way that Fix-It Approach (Motivations Make it work)
(think of a motivational value that inspires you)

So that I can Bring a vision into a tangible reality (Motivations Experience the Ideal)
(this is your why, what results bring you the most satisfaction)

Examples of Motivational Statements

Example of statement for top motivations of Make it work, Collaborate, and Experience the Ideal. I am motivated to problem-solve alongside my co-workers. I enjoy bringing the fix-it solution to help bring a vision to tangible reality.

Example of statement for top motivations of Be Central, Excel and Make an Impact. I like to be the person that is key to a project's success, in the critical role. I enjoy contributing in a way that goes beyond others' expectations so that I can make a positive impression and create positive change.

TRU MOTIVATE

Create a Motivational Statement

Plan for your motivational statement:

I am motivated to _____
(think of an action(s) you enjoy)

I enjoy contributing in a way that _____
(think of a motivational value that inspires you)

So that I can _____
(this is your why, what results bring you the most satisfaction)

Write your motivational statement:

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Tailoring and Articulating Your Motivational Statement

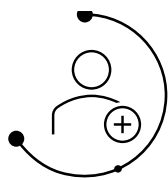
Motivational statements are intended to be reflective and adaptive based on the context in which you are trying to articulate your abilities, values, and results, as driven by motivation. You will need to edit and tweak the wording to feel natural and authentic to the scenario.

On a resume, your motivational statement may be crafted and expressed differently than on a posted profile (such as LinkedIn or Handshake) or in an interview. Once you have created a motivational statement, you will want to shape this to connect with a job description or spot for which you are applying. The goal is to help “connect the dots” between the value you bring to a team or position and your “why” and a specific role description to help prospective employers or other recruiters see how you and your unique motivations may be a fit.

Scenarios for Articulating Your Motivational Statement



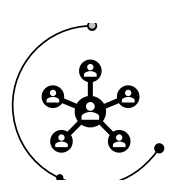
Resumes



Profiles



Interviews

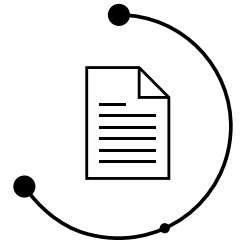


Environment

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Examples of Motivational Statements With Resumes

Below are examples of resume statements that may be used for bullet points of previous experience. Students can use their TruMotivate reports to help formulate language to express their activities, values, and results.



For Example:

Communicated critical information using innovative design with HTML that significantly increased awareness of the website.

Motivations: Unique ~ Comprehend & Express ~ Evoke Recognition

For comparison, see how the similar resume statement may be expressed differently if the student had Meet Needs for a motivation rather than Evoke Recognition.



Filled an unexpected gap in our team: developed a website, communicating critical information using eye-catching HTML design.

Motivations: Unique ~ Comprehend & Express ~ Meet Needs

For comparison, see how the similar resume statement may be expressed differently if the student had Meet Needs along with Be Central and Meet the Challenge.



Provided direction on website design, delivering a solid solution under a tight deadline, enabling the team to adapt under pressure.

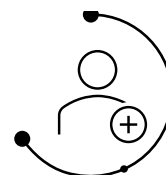
Motivations: Be Central ~ Meet the Challenge ~ Meet Needs

Motivational statements can help to develop clear concise expressions of the value and results individuals contribute when they put their motivations into actions.

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Examples of Motivational Statements With Profiles

Below are examples of online profile descriptions. Depending on the media selected the student can adapt their motivational statement for the best application.



For Example: Below are best practices for creating a LinkedIn profile.

LinkedIn Profile Checklist

Headline:

Highlight what activities motivate you and the value you contribute.

Summary:

Describe what energizes you using your motivational statement.

Experience:

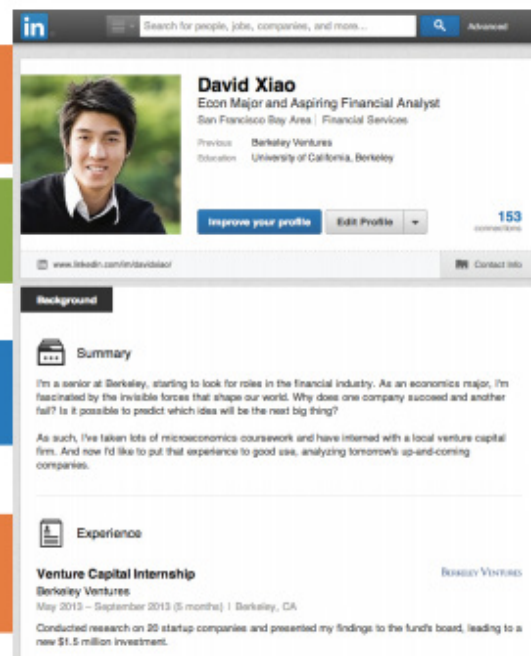
Mention what you accomplished and any results or outcomes. Similar to the resume statement.

PHOTO: It doesn't have to be fancy - just use your cellphone camera in front of a plain background. Wear a nice shirt and don't forget to smile!

HEADLINE: Tell people what you're excited about now and the cool things you want to do in the future.

SUMMARY: Describe what motivates you, what you're skilled at, and what's next.

EXPERIENCE: List the jobs you held, even if they were part-time, along with what you accomplished at each. Even include photos and videos from your work.



Example Motivational Statement for LinkedIn Summary:

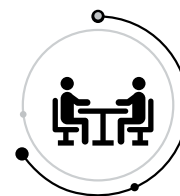
I establish creative marketing solutions, as I'm motivated to make a distinct and lasting impression, showcasing products and services. As a graphic design student with internship experience in strategic marketing, I have learned the importance of working from clearly defined brand strategies to make an impact on consumer decisions.

I have mastered HTML and InDesign and I continue to build skills in UI/UX so that I can continue to apply my expertise to well designed communication strategy. I enjoy creating visual solutions that communicate complexities with simplicity and clarity.

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Using Motivational Statements In Interviews

One of the most common interview questions is “Tell me about yourself!” This is a great opportunity to have a well prepared response that shows how an individual aligns with a role to which they are applying. Not only can the candidate highlight key skills that complement the job, but it is also an opportunity to express *why* they are motivated for this role and why that is good for the team.



Interviews

Tell me about yourself...

One strategy TruMotivate coaches have used is the **present, past, future** approach. This is a formula to structure your response weaving in one's current role (what they are doing now), past roles (what got them there), and future role (what they are looking to achieve in this role). Below you will find an example of using this formula without motivations, then again with reference to motivations.

Example *without* motivations:

I'm currently a junior studying elementary education at TruMotivate College, where I am active in theater and involved in student government. During the last couple years, I worked at a daycare where I created curriculum for the art program and integrated reading and stories into the lessons. I have also completed a teaching practicum at Central Elementary with a great experience implementing the new STEAM program with fourth grade students. I'd love the chance to apply my skills with the theatre program here at Community Summer Arts.

Example *with* motivations:

I'm currently a junior studying elementary education at TruMotivate College because I have a desire to make an impact on youth. I enjoy finding ways to express complex information with simplicity and clarity, and both theater and student government have been great places to hone those skills. During the last couple years, I worked at a daycare where I created curriculum for the art program and integrated reading and stories into the lessons. I was able to develop a different and fun way for students to enjoy stories thought art expression. I have also completed a teaching practicum at Central Elementary with a great experience implementing the new STEAM program with fourth grade students. I would be excited to make a distinct impression and a real difference with your youth, and I'd love the chance to be involved with the theatre program here at Community Summer Arts.

Example with motivations:

Present I'm currently a junior studying elementary education at TruMotivate College because I have a **desire to make an impact** on youth. I enjoy finding ways to **express complex information with simplicity and clarity** and both theater and student government have been great places to hone those skills. During the last couple years, I worked at a daycare where I created curriculum for the art program and integrated reading and stories into the lessons. I was able to develop a **different and fun way** for students to enjoy stories thought art expression. I have also completed a teaching practicum at Central Elementary with a great experience implementing the new STEAM program with fourth grade students. I would be excited to **make a distinct impression and a real difference** with your youth, and I'd love the chance to be involved with the theatre program here at Community Summer Arts.

Motivation: Make an Impact

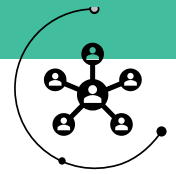
Motivation: Comprehend & Express

Motivation: Be Unique

Motivation: Make an Impact

Future

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Using Motivations to consider Organization fit and/or create questions to ask during interview.

Environment

Your motivations are optimized and your contributions are maximized in the right environment, and thereby the right career role. Consider how your motivation may be affected by the environment where you work and the type of career roles you might be considering. Environmental fit requires identifying your motivations and values and how the culture and structure of an organization align to support the way your motivations connect with the work environment.

YOUR MOTIVATIONS

Review your motivations and identify in your stories when you've felt most satisfaction and engagement. Using the motivations that most resonate with you, think about the opportunity you will have to work within your motivations. Will you have the opportunity to take the lead on projects, collaborate with others, bring original ideas, or other actions that relate to your motivations?

YOUR ENVIRONMENTS

Next, use your report for each motivation to identify the ideal work environments that set the stage for your motivations to thrive. List the environments that motivate you and stimulate your productivity. Does your ideal work environment allow for a flow of interaction and ideas, is there a lot of teamwork, does the culture have a highly developed set of values that are lived, or other company environments that support your motivations?

COMPANY RESEARCH

Research the company to learn about the culture and values, lived and expressed. Start by reviewing their website, including mission statements and company values. Pay attention to language such as creative, collaborative, innovative or other descriptions that align to your motivations. Visit sites like Glassdoor or your college job posting system to find employer profile descriptions or student experience reviews. Ask your career office for employer insight or connect with your school's alumni office to inquire about networking with current or previous alumni that worked at that employer. Connect with the alumni to ask them questions and expand your network.

ASK QUESTIONS

Prepare and ask questions to the recruiter or during your interview. Use your list of ideal work environments that enable your motivations to flourish and ask questions to learn about the company.

Examples of questions to consider:

- How often does the team have opportunities to spend collaborating on projects?
- What kinds of projects would this role be able to own from beginning to end?
- How does the structure of work allow for ideas and innovation to be generated?

Use your ideal work environments and your company research to thoughtfully generate questions to ask.

Career Exploration

Unsure of the career path you would like to pursue?

Key Elements Student Report:

- Motivation Definition
- Characteristics
- Life Goals
- Career Cluster Occupations
- Occupations with O*NET

Key Elements My Next Move:

- Watch Career Video
- What They Do
- On The Job, You Would
- Explore More



HELP STUDENTS REFLECT ON CAREER RECOMMENDATIONS

Explore how these careers connect with your motivations. Are you able to see how your motivations are engaged?

Which careers piqued your attention? What was it that drew your interest to those careers?

Have you previously considered any of these careers and why?

Which careers would you immediately cross off your list? Reflect on whether this is based on your interest in the subject, type of work, or industry, that you decided it wasn't a good fit.

HELP STUDENTS RECOGNIZE MOTIVATIONAL ALIGNMENT IN CAREER

Looking at the careers that piqued your interest and those you have previously considered, examine how your motivations align to that role.

Explore a career that may be a potential fit. Use the hyper-link to My Next Move from the report to view more detail about the career role.

The My Next Move career video and the sections on 'What they do' and 'On the job, you would' are good places to learn about the key elements of the work and job function. Re-view the descriptions and think about how motivations show up in the work necessary for the occupational role.

HELP STUDENTS EXPLORE FURTHER

As you see these career descriptions and what people in these roles would do on the job, explore similar occupations. Using the My Next Move tool, see the 'Explore More' section. There are several similar roles that may align with your interests and motivations and common industries that employ people within the similar role.

Think about a program of study or careers that you have considered. Can you identify a career that complements your motivations?

Example: If you are motivated to Meet Needs, is this a role in which you can find meaningful ways to serve, help, or benefit others? If your motivation is Finish, is this career path one that allows you to see things through to the end?

Articulating Motivations

How can you express your motivations to future employers?

Key Elements Student Report:

- Characteristics
- Contribution
- In Your Work

Key Resources:

- Creating Your Motivational Statement
- Determine Environment Fit



HELP STUDENTS SEE VALUE IN MOTIVATIONS

Your motivations are core to who you are, and the ability to articulate the value they contribute will be helpful in writing resumes, completing applications, expressing yourself in interviews, and thoughtfully planning questions to ask interviewers.

Understanding what makes you unique and what motivates you are important to articulate in your career pursuits. The ways your motivations contribute in this world can help an employer imagine your fit for a role.

Your motivations in action serve a dual purpose. One, they help individuals to be more satisfied, engaged and productive in their role. Two, by actively engaging your motivations you will serve and impact the team and organization you work with. Your motivations have the power to positively impact both you and the world around you.

HELP STUDENTS EXPRESS MOTIVATIONAL CONTRIBUTIONS

Look back at your stories and identify the moments you felt accomplishment and enjoyed the process. Use these moments to use adapt your motivational statement in resumes or develop points to express in an interview. If your stories are not work-related, you may wish to use that story concept to think of a job-related similar experience to express your motivations. Use language and text from your report in the sections describing your characteristics and ways you contribute to help articulate your motivations and how they have a positive impact on your work.

Build and adapt your motivational statement to the various contexts you encounter and to clearly articulate what makes you unique and distinctive.

Review the ways you contribute through your motivations and express how these can help you start impacting an organization right away in a new role.

** See Creating Your Motivational Statement Activity*

HELP STUDENTS EVALUATE WORK ENVIRONMENTS

Reflect on the ideal work environments and prepare questions to ask an employer or company to learn about their work culture and your motivational fit.

** See Determine Environmental Fit Handout*

Early Career & Transitions

Getting started in your new job?

Thinking about a job transition?

Key Elements Student Report:

- Bar Graph 27 motivation results
- In Your Work
- Ways You Contribute

Key Resources:

- Job Description(s)
- TruMotivate Resources
www.trumotivate.com/resources
- Motivation Guide see details about motivations.

GET STARTED LEVERAGE MOTIVATIONS IN EARLY CAREER

Getting started in your first role? Leverage your knowledge of your motivations to get off to a great start. Think of how your motivations play into the way you go about your work.

Review your flow and top motivations. Identify what makes you unique and how that can bring value in your work. Start by leveraging the activator and process motivations to gain momentum as you grow, learn, and develop into a new role.

HELP STUDENTS RECOGNIZE & MANAGE DAMAGING BEHAVIOR

See how your motivations impact you AND those you work with.

Be aware of motivational tendencies and perceptions so that you can identify unmanaged motivational behavior that can become damaging.

Example: If a key motivation for you is Evoke Recognition and you are not receiving feedback, be proactive and ask for specific feedback from peers or discuss with your supervisor a way to support or recognize your achievements or progress.

** See Further Details in the Motivations Guide for Each Motivation*

SUPPORTING CAREER TRANSITION

Motivations can play into career transitions. Learn how they can impact advancement or burnout and inform your next career decisions.

Perceiving a need for job change or feeling frustrated is often related to unmet motivations. Some transitions you may consider:

- Staying in your current position and adding new goals.
- Doing the same or similar job, but in a different organization.
- Moving to a different job in the same organization.
- Make a definite career change and move in a new direction.

Reflect on your motivations and your current work role and function. Separate work elements to determine the core of the problem.

Sample Questions To Explore:

- Has the role or work changed and thus affected your motivations?- Can this be addressed?
- Is the organization a good fit between values, personalities, and culture?
- Would your motivations and abilities serve better in a different role within the organization?
- Is there a continuous lack or misalignment of your core motivations and the career path?





Transitioning from TRUMOTIVATE to My Next Move

My Next Move offers several ways to explore and find similar careers. The occupational link in the TruMotivate student report will connect either directly to a single identified career or to a group of related careers recommended, based on a student's motivational results. When a group of related careers is listed, that is because the motivations behind these closely similar careers can all be explored as a close match. Start by exploring by the first career(s) that grab the student's attention to learn more, then click through to related occupations.

- Videos on My Next Move can be overlooked valuable resources as they are sometimes mistaken for images and not expandable videos. Encourage students to click on the video icon.
- The Job Outlook block contains a link to salary information and opportunities ranked by state.
- The Explore More section provides the opportunity to explore related careers and other industries where this career is generally found.
- There are over 900 occupations, encourage students to explore further. These recommendations can be a launching point to explore potential careers.

My Next Move is an interactive tool for students to learn more about their career options. The occupational links in the TruMotivate report connect directly to the personalized career exploration suggestions generated by your motivational profile results. TruMotivate lists occupational matches based on an individual's motivationally aligned occupations.

My Next Move is powered by the data in O*NET. O*NET is a unique, powerful source for continually updated occupational information and labor market research. By using a contemporary, interactive skills-based database and a common language to describe worker skills and attributes, O*NET transforms mountains of data into precise, focused occupational intelligence that students can understand and efficiently utilize for career exploration.

MY NEXT MOVE OCCUPATIONAL SAMPLE

MY NEXT MOVE | o*net | HOME SEARCH INDUSTRIES INTERESTS | Print Share

Airline Pilots, Copilots, & Flight Engineers

Also called: Airline Captain, Airline Pilot, First Officer, Pilot

[Watch Career Video](#)

What they do: Pilot and navigate the flight of fixed-wing, multi-engine aircraft, usually on scheduled air carrier routes, for the transport of passengers and cargo. Requires Federal Air Transport Pilot certificate and rating for specific aircraft type used. Includes regional, National, and international airline pilots and flight instructors of airline pilots.

On the job, you would:

- Work as part of a flight team with other crew members, especially during takeoffs and landings.
- Use instrumentation to guide flights when visibility is poor.
- Start engines, operate controls, and pilot airplanes to transport passengers, mail, or freight, adhering to flight plans, regulations, and procedures.

KNOWLEDGE

- Transportation**
 - movement of people or goods by air, rail, sea, or road
- Math and Science**
 - geography
 - arithmetic, algebra, geometry, calculus, or statistics
- Arts and Humanities**
 - English language
- Engineering and Technology**
 - computers and electronics

SKILLS

- Basic Skills**
 - keeping track of how well people and/or groups are doing in order to make improvements
 - listening to others, not interrupting, and asking good questions
- Problem Solving**
 - noticing a problem and figuring out the best way to solve it
- People and Technology Systems**
 - thinking about the pros and cons of different options and picking the best one
 - figuring out how a system should work and how changes in the future will affect it

ABILITIES

- Controlled Movement**
 - quickly change the controls of a machine, car, truck or boat
 - quickly decide if you should move your hand, foot, or other body part
- Attention**
 - pay attention to something without being distracted
 - do two or more things at the same time
- Vision**
 - decide which thing is closer or farther away from you or decide how far away it is from you
 - see details that are far away
- Visual Understanding**
 - see hidden patterns

PERSONALITY

People interested in this work like activities that include **practical, hands-on** problems and solutions.

They do well at jobs that need:

- Attention to Detail
- Dependability
- Leadership
- Stress Tolerance
- Self Control
- Achievement/Effort

TECHNOLOGY

You might use software like this on the job:

- Data base user interface and query software**
 - Airline Pilots Daily Aviation Log PPC
 - AirSmith FlightPrompt
- Route navigation software**
 - IFT-Pro
 - Navzilla
- Information retrieval or search software**
 - AeroPlanner
 - Notam Development Group Airport Insight

EDUCATION

bachelor's degree or certificate after high school usually needed

Get started on your career:

[Find Training](#) [Find Licenses](#)

[APPRENTICESHIP.GOV](#)

JOB OUTLOOK

Average New job opportunities are likely in the future.

SALARY: **\$140,340**

\$65,690 ————— \$208,000+

[Check out my state](#) [Local Salary Info](#)

[Find Jobs](#)

EXPLORE MORE

- [Aviation Inspectors](#)
- [Electricians](#)
- [Police Identification & Records Officers](#)
- [Police Patrol Officers](#)
- [Robotics Technicians](#)

You might like a career in one of these industries:

- [Transportation & Storage](#)

[See more details at O*NET OnLine](#) about airline pilots, copilots, and flight engineers.

Watch A Video

Watch a video to learn more about the occupation and the people choose these careers.

What They Do & On The Job

Read the career description and sample of the most important tasks performed by the career.

Knowledge & Skills & Abilities

See the top Knowledge, Skills, and Abilities for the career.

Personality & Technology

Consider the personality of people in this career. Also, see some of the technology and software that is common for this career.

Links for more information

Education: Find information related to colleges or training by location.

Job Outlook: View salaries, expected growth, or follow the Find Jobs link to state and national job postings.

Explore More: Look at careers with similar skills as this career. Or browse through careers in the same industry.

O*NET Online

O*NET Online provides detailed descriptions and a link to the Occupational Outlook Handbook for this career.

SECTION 8

GROUP FACILITATION



CLASSROOM / GROUP SETTING

ACTIVITY RESOURCES

TruMotivate can be used in a variety of settings and for various goals. Our facilitator resources provide easy to download and customizable activities so that you can tailor your group settings to your own needs.

These resources include activities to help students first learn about motivations and how motivations impact their own life, to how to effectively articulate their motivations as they express their value and motivations in career context.

Our resources are a combination of TruMotivate created guides along with creative activities shared by college partners. If you have a great resource that makes an impact on students, we encourage you to share that with us and our community of facilitators.

[Shared Activities in Facilitators Resources](#)

FACILITATOR RESOURCES



GETTING STARTED - LEARNING MOTIVATIONS

Our getting started activity series primarily focus on understanding the TruMotivate report and results and helps students learn the benefits of identifying their motivations as they engage in activities around them.

CREATING A MOTIVATIONAL STATEMENT

TruMotivate has created a formula that helps students not only understand their motivations, but also how their combination of motivations at play uniquely differentiates them. This helps students begin to identify roles in which they may flourish and learn how to articulate the activities they enjoy.

APPLYING MOTIVATIONS - CAREER CONNECTIONS

Our career connection activities encourage students to take action with their motivations. Some activities build upon the unique individual's motivational statement to express motivation in various career applications. From writing a resume statement, to answering interview questions, to creating an on-line profile, students learn to communicate their motivations in a way that is relevant to employers.

SECTION 9

GETTING STARTED & LOGISTICS



**I am a TRUMOTIVATE facilitator.
What's your superpower?**

SUMMARY OF TERMS

Data, Privacy, and Security

- 1 TruMotivate takes data privacy and security seriously. Facilitators and TruMotivate portal administrators are expected to maintain the privacy of their clients' / students' personal stories, as reported in their TruMotivate results report.
- 2 If you are working with TruMotivate as part of an organization or school, you should only access TruMotivate reports or the portal as needed for facilitating individual or group sessions on behalf of your organization. Your school / organization's access to the portal should not be used for any clients outside of official purposes.
- 3 For the privacy of assessment takers and their data, if you wish to conduct coaching or feedback sessions outside of your organization or school, please contact TruMotivate customer service at info@trumotivate.com to set up a separate Independent Facilitator's account. Additionally, if you leave your organization / school, please let TruMotivate know via the same email so that only current employees have access to the portal or reports.
- 4 Finally, if you are using TruMotivate as part of an organization or school, please refer to your employer's policies and standards regarding privacy and security of personal information as well as mandatory reporting of personal information for safety and protection.

Additional Agreement Terms

- 5 For Colleges, Schools, and Organizational Groups: Codes are for use with individuals at their organization and are not intended for use outside of the organization.
- 6 For Independent Facilitators: Under the terms of the TruMotivate license, the assessment may be used for life, career, and vocational coaching. It may not be used for job placement, pre-hiring screening assessment, candidate selection, organizational design process (org structure), executive coaching or counseling, or succession planning *for an organization*.
- 7 For All Facilitators: Facilitators may identify that they are trained in TruMotivate facilitation and they are a certified TruMotivate facilitator once all training has been completed. Facilitators may not position themselves as a representative of the TruMotivate brand or an employee of the company.

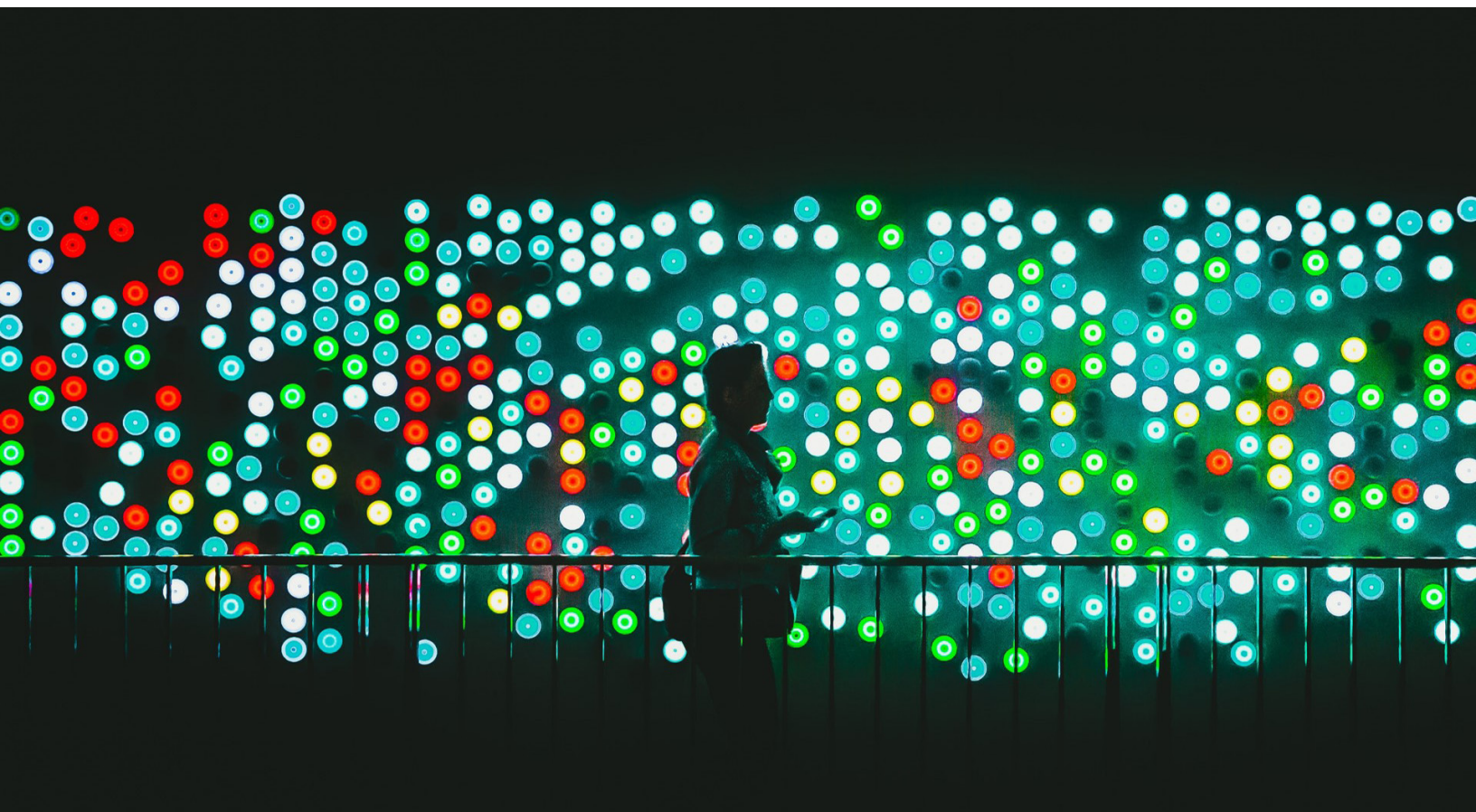
Facilitator Resources and Code Purchase Requests

TruMotivate provides a variety of resources to our facilitators. Facilitator guides, student and group activities, TruMotivate videos, and information about purchasing codes can be found on our Facilitator Resources link.

[Access Facilitators Resources](#)

SECTION 10

RESOURCES



FAQ

COMMON QUESTIONS

What if I'd picked other stories? Would my motivations score differently?

The combination of a student's actual lived activity stories and their motivational ratings across 3 stories is a powerful combination. Likely, alternative stories would point to the same motivational strengths.



What do I do if a student doesn't resonate with their Top 5?

Sometimes it's the Motivation name or language that a student isn't connecting with. Probing their stories and helping them connect the dots to motivations you see reflected there can be a helpful first step. Then help them make the language their own by selecting key words or phrases from characteristics and contributions. The overall goal is not to identify which Motivation a student has in their profile, but rather to help students recognize and have language for where they find meaning and motivational energy in life and work.



Is there any science to support that this process works?

Nearly 60 years of science and study are behind TruMotivate. The items/statements have proven to be easily understandable and meaningful indicators of a person's core motivation. The scales and scores measure motivational themes with strong consistency and reliability. Motivation scales measure their intended construct, as proven across numerous statistical analysis for validity.



How are the questions selected in the assessment?

Every story has 27 questions and each question represents one characteristic of the 27 motivational themes. TruMotivate derived the assessment questions based on research by assessment experts and SIMA practitioners to drive high alpha reliability scores.

The reliability scores for this assessment are higher than most of the leading assessments in today's market.

How does TRUMOTIVATE measure across diversity and culture?

The individual chooses their own stories, deciding what they believe is significant, meaningful, and satisfying, and thereby, they set the context for the assessment. Their stories are rooted in their world, their culture, their tradition, and their realities.

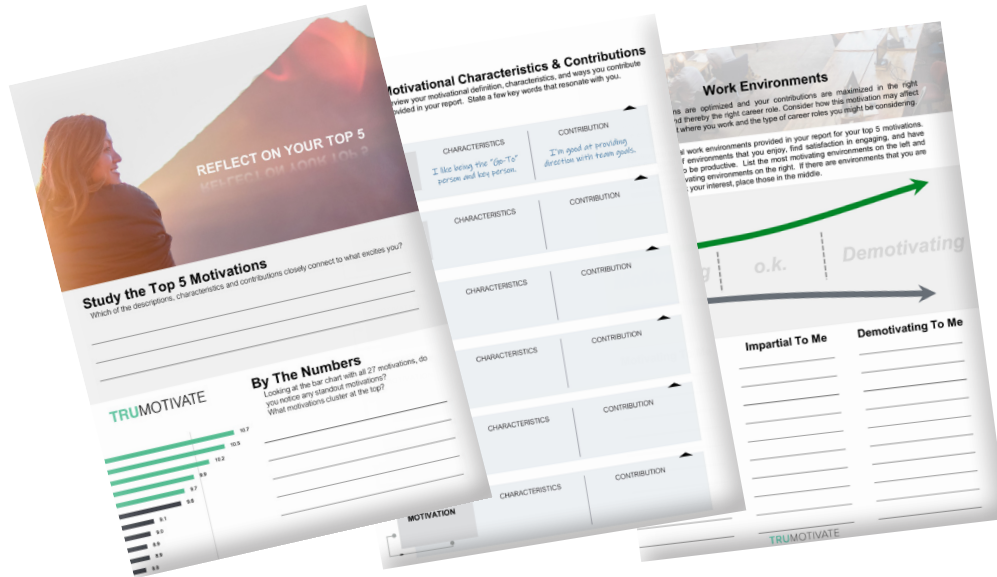
The results, meaning the Rank Order of the 27 "Motivators", are not normed to any group or standards. The individual receives a ranking of their unique motivations. If there is a statement that does not make or give meaning, they indicate "does not apply" or give it a lower score in taking the assessment.

TruMotivate is inherently positive, meaning it focuses on stories of success and satisfaction and emphasizes potential and opportunity, rather than being diagnostic or force-fitting to a standard response set.

FAQ

COMMON QUESTIONS





STUDENT RESOURCES

Student resources are provided for facilitation for both individual reflection and also for group or classroom sessions. We will continue to build our resources and share our best practices. In addition we invite you to contribute your materials and tips with our TRUMOTIVATE community. Together we can continue to support our community of facilitators with a growing library of resources to help our students.



