

Peer Facilitator Guide



TRUMOTIVATE[®]



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SECTION



TRUMOTIVATE OVERVIEW

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.

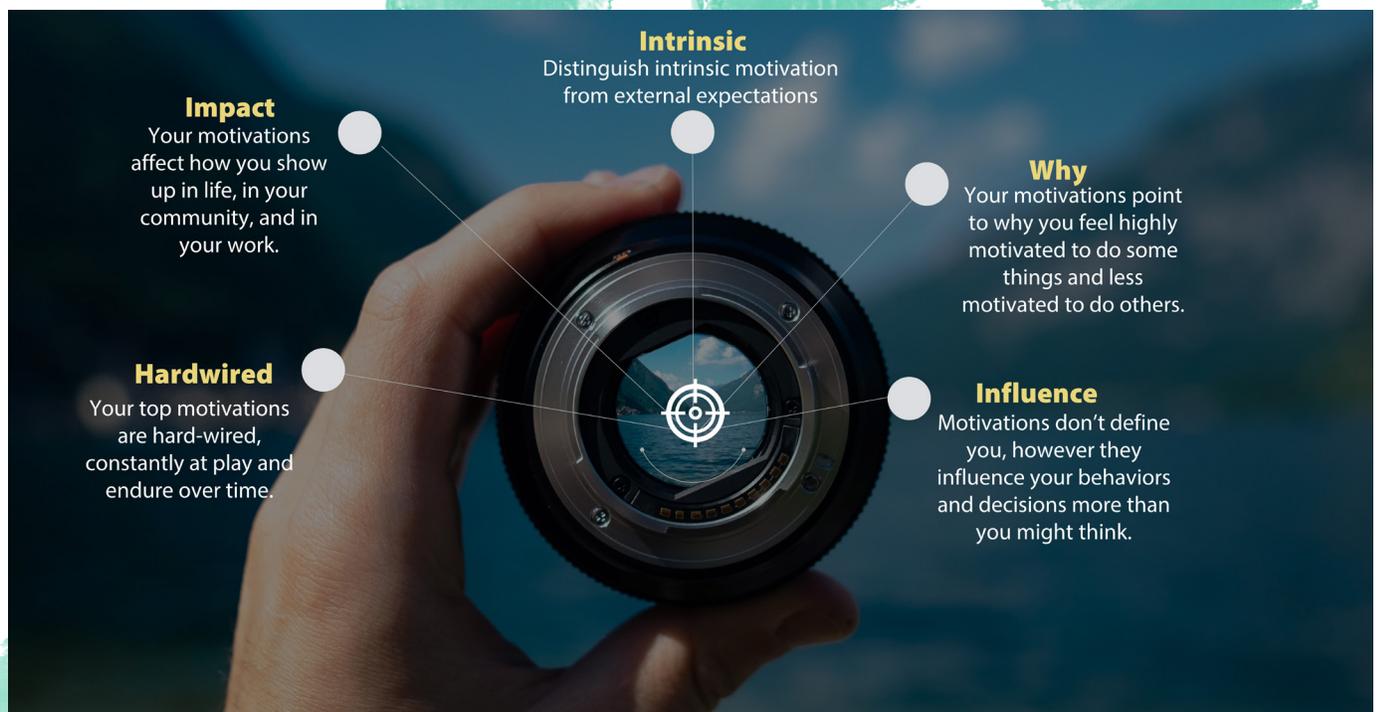
When aligned with your work or activities, your motivations can lead you to greater satisfaction, higher levels of productivity and a sense of accomplishment.

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.

Fuel Your Stories



DEFINING MOTIVATIONS

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.
Similar to the human fingerprint or DNA Structure.



Develops Early

Develops early in life and sustains a consistent pattern.



Enduring

What a person does 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**.

Gets to your 'why' for Deeper Self- Awareness

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 that goes deeper to identify a student's intrinsic motivations and helps connect those motivations to career exploration and identity development.

SECTION

2

PEER FACILITATOR
OVERVIEW

Values / Goals

1. Being Relational
2. Providing Knowledge and Understanding
3. Empowering Others

WHY

Hey Peer Facilitators!

So glad you are here.
You are important!

TruMotive’s vision for student-peer facilitation sessions are to provide a relational space where students can connect to their motivations with peers in a similar stage of life. This also allows you as a student facilitator to be a part of the ripple effect of others benefiting from understanding one’s innate motivations.

Establish your “WHY” for being a peer facilitator

What led you to be a TruMotive Peer Facilitator?

How has the discovery of your motivations impacted you?

How do you want to make an impact on the students you are working with?

What do you want students you work with to walk away with?



VALUES/GOALS OVERVIEW:

● BEING RELATIONAL

We all want to feel seen and known, no matter what stage of life we are in. As a TruMotivate Facilitator we value creating an empathic approach in all that we do. Each student going through the TruMotivate assessment process is in some shape or form desiring direction. You have a weighty role in this process. Your approach and the language you use matters.

PROVIDING KNOWLEDGE AND UNDERSTANDING ●

A large part of the facilitation meetings is for the student to leave with a better understanding of the TruMotivate Assessment and what their motivations mean for them. As a Student Facilitator you will learn to be acquainted with the 27 motivations in order to create a better understanding for how students should connect to their top motivations personally.

● EMPOWERING OTHERS

The TruMotivate Assessment is not the end but the beginning of a student's journey in discovering next steps in life. A goal for you as a student facilitator is to help empower students with tangible ways to utilize their motivations in a vocational or personal setting through their unique inward desires that have been a part of them throughout life.

Knowing these values provides a path of consistency for each student who experiences TruMotivate. We are all in this together!

Before We Move On

A WORD FROM FACILITATORS:

TruMotivate tells students that we want to hear their stories. It empowers them."



"To bring authenticity you have to show up as your real self."

"When students share a personal narrative, you can see their authentic selves. Their stories are powerful, and students can begin to see that."



"My facilitator never brought anything negative to the conversations. This was important to me because I did not feel limited to any of the motivations that were not in my top 5."

"It's okay to say, 'I'm not sure, Let me look into that.'"



"TruMotivate taught me about my classmates which causes us to work with each other better because we knew our motivations and that we all played a part."

"When you stop, pause, and listen you can create a positive experience for people."

"My facilitator focused on my unique traits and talked about me, focused on me, which gave me a comfortable and nonjudgemental space."



SECTION

3



BEING RELATIONAL

“Empathy is important because it helps create openness
which leads to better connection.”
- Zack Walker

EMPATHY TRAINING

Let's Define:

Empathy is one's ability to understand from another person's point of view. It involves emotional and mental insight through the lens of someone else.

Think back to the exercise involving your "why?" (pg. 7) and a situation where someone made you feel seen and known. Begin to think about how you can incorporate this into your approach as a peer facilitator. Below are four tips that are helpful to reflect on when creating an empathetic approach:

1. Focus on the student
2. Invite authenticity
3. Care for their thoughts/feelings
4. Be aware of personal biases that may hinder this approach

An Empathetic Approach

Being student focused involves listening well. Rather than constantly thinking of what to say next, listen to the student and let the conversation flow organically.

Students will be authentic when you are authentic! Be open and honest by sharing your stories or personal insight you have gained that has been helpful in the appropriate context.

Students tend to get pretty vulnerable; it is important they feel a safe space is provided. A disclaimer here is that anything shared that is under your school/organization's protocol to be reported should be taken seriously.



Can you think of a time you met with someone, and they embodied an empathetic approach?

What was that person doing, saying, asking?

How did you feel when meeting with this person?

Practice this approach with a friend or family member!

Ask someone to share a recent story or something they are passionate about. Reflect on the way you listened, the way you are able to respond because of how you approached with empathy. This may take more than one try to get a good rhythm that works for you!

EMPATHY TRAINING

What **NOT** to do when creating an Empathetic Approach:

Use “should” statements.

Examples: “You should...” “Shouldn’t you have...”

Use “only” statements.

Examples: “You would only work best in...” “This is probably your only option...”

Use “I” statements

Examples: “I think” “I would” “I believe”

Tell the student what to do in life based on their motivations.

Make the student feel like any of their stories are not valid or important.

Tell them they are on the “wrong” career path.

Make any decisions for them.

Example: “The best thing for you to do is...”

Affirm anything you do not have the full knowledge of.

Example: “The majority of successful doctors have top motivations in...” “

Assume any of their feelings or thoughts.

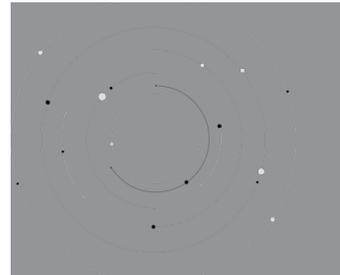
Examples: “You are probably feeling/thinking...”

Reminder: Students may be in a state of anxiety or negative thinking.

It is important to be aware of this throughout the meeting.

Strategies for listening well:

1. Eye contact
2. Notice their tone, posture, facial expressions when sharing
3. Are you open to their insight? or closed off to your own?
4. Avoid interrupting



A guide for directing our focus on the student:

1. Being student focused involves listening well.
2. Probing questions about their stories.
3. Listening carefully as they share. What is their posture? Tone? Facial expression?

DIVERSITY, INCLUSION, & BIAS

Examine the bias you may bring to the facilitation.



Identify & Define



Seek Understanding



TruMotive Application

As human beings bias is inevitable. Since TruMotive 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, you may harness a bias either for or against a student who is studying a certain subject or major. As the peer facilitator, you know you cannot rid yourself of all your bias (that is humanly impossible.) However, since you have been working on your biases (as a part of this training) you have realized you harness certain ideas about what “type” of person this individual may be based on their chosen major. You may consciously or unconsciously assign personality types, interests, how well you may interact with them, overall value, intelligence, etc. Therefore, whether you realize it or not, those thoughts impact how you approach your TruMotivate peer facilitator role. If you were to identify that bias and start uncovering it, you would be able to understand some of your defaults and rethink how you approach your interactions.

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.



BRITTANÉ 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”

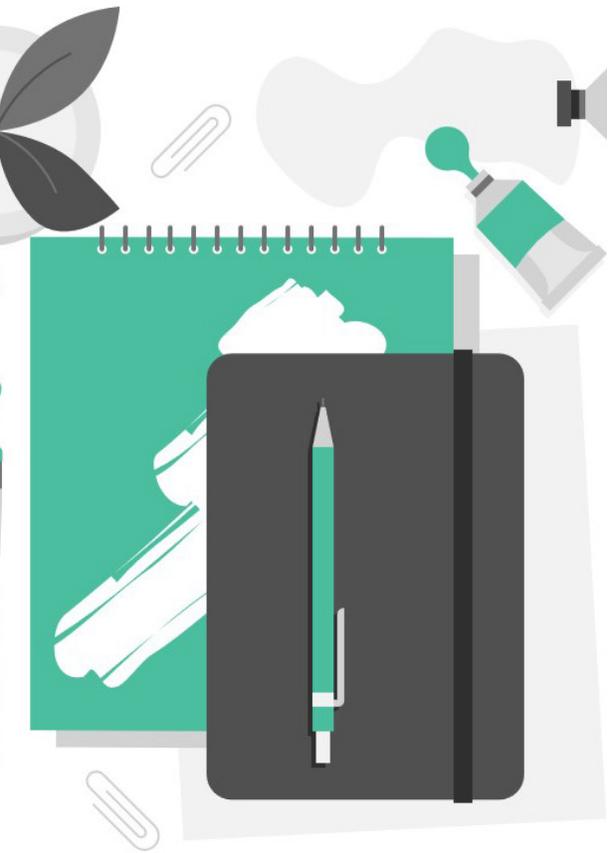
Franklin Covey



BIAS CONSIDERATIONS

TruMotivate Application

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



- When left unexamined bias could lead a peer facilitator to completely misunderstand the student's story and misinterpret connections based on held biases. Additionally, simple interactions like how a student facilitator interacts with a group or 1:1, what questions are asked (or not asked), overall energy, friendliness, and effort in the session can be impacted by deeply held biases based on pre-concieved notions and your personal point-of-view.
- Therefore, the remedy is to intentionally work through this to gain understanding of your own biases in order to bring them to your consciousness. Without the student facilitator uncovering some of the unknown biases or addressing known biases, offering true understanding and support in the work could be compromised.

BIAS CONSIDERATIONS

Understanding as a Peer Facilitator



Some things to consider:

- When thinking through understanding your held biases, although it's important to apply this way of thinking for your work with TruMotivate, it also has great impact on how you approach friendships, work, internships, other life circumstances, etc.
- Through the bias exercises, our hope at TruMotivate is to provide you with introductory information that can be referred back to regularly.
- This type of work and learning is truly life-long and transcends “checking-off” a box for completion. Therefore, settle in and get acquainted with who you are and how you think, which impacts why do you what you do.
- Remember to be kind to yourself in the process because that's the same kindness you will have capacity to offer someone else.

Quick Bias Note for Peer Facilitators:

When examining your bias it is not always about what you are “against;” you might have a bias “towards” something.

Therefore, that is worth examining as well. All biases do not come from a “bad” or “negative” place, it can be based on positive lived experiences and interactions, or personal connections.

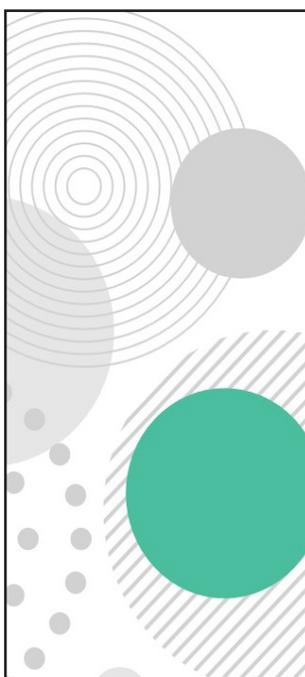
Therefore, once again, it's about awareness. As a previous example explained, you might treat someone better or worse based on a positive or negative held belief (think about the academic major scenario earlier on).

What we are trying to achieve here is consciousness around what those are in order to keep it top of mind when navigating vulnerable conversations in your work with TruMotivate.

BIAS REFLECTION GUIDE FOR PEER FACILITATORS

TRUMOTIVATE

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



General Bias Reflection:

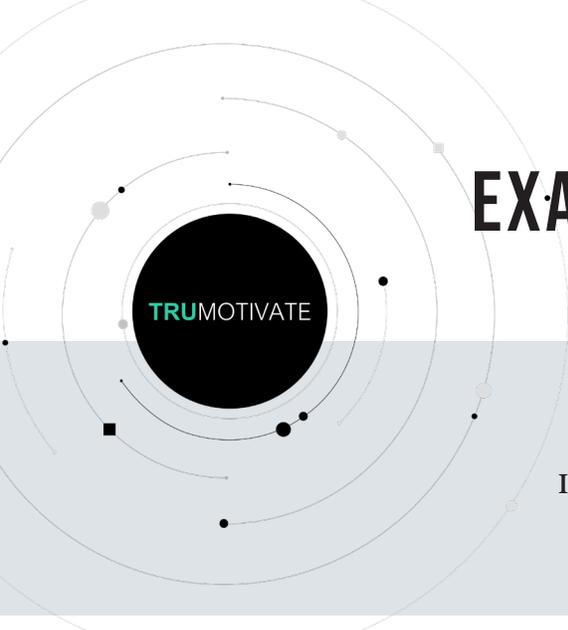
Name a bias that you are aware of in your own perspective. What is it?

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

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.

Were you surprised by the outcome? Why?

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

This bias test is not meant to diagnose you but to help you see 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 safe 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 “personalities” or “types” of people? Or are their motivations that you naturally connect with more? Notice that and see if there is a bias connected to that inclination.

SECTION

4

PROVIDING
KNOWLEDGE &
UNDERSTANDING

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

~unknown

Meet the 27 Motivations

It is from **within**, which is usually hard for the average person to describe. The TruMotivate assessment provides language for us to understand and articulate what is purposed from the **INSIDE** so that we can work out of how we are inherently wired instead of creating and changing to fit a certain context.



WHAT MOTIVATIONS ARE NOT

- What define us.
- Something that puts us in a box and constrains our actions.
- Purely what you “can” do.
- About diligence or laziness.
- Only about enjoying tasks.
- What comes with the “perfect” job.

WHAT MOTIVATIONS ARE

- What drives nearly everything we do.
- How we are naturally wired.
- Our deeper capabilities.
- A foundation for personal development.
- Insight into what you love to do.
- From the inside, something that is often hard for the average person to describe.
- A pathway that may be fulfilling.
- The keys to our sense of purpose.
- A tool for understanding yourself better.

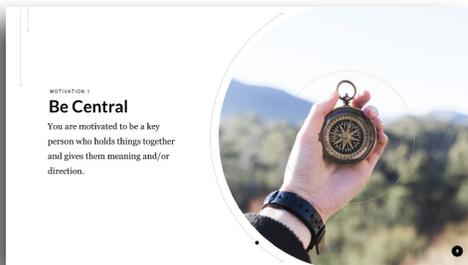
THE STUDENT REPORT

BRIEF OVERVIEW



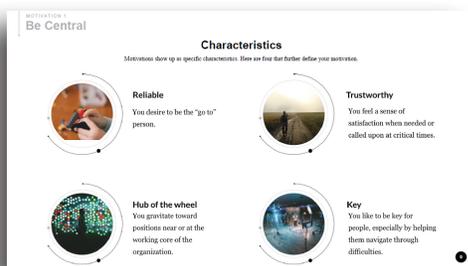
Top 5

The top motivations are what fuels your why and drives your intrinsic motivations. Grounded in your 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

Your motivations are optimized and your contributions are maximized in the right environment. Ideal environments often provide conditions to thrive, and being able to identify challenging environments helps to create strategies for positive solutions.

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 seeking for.

+

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.

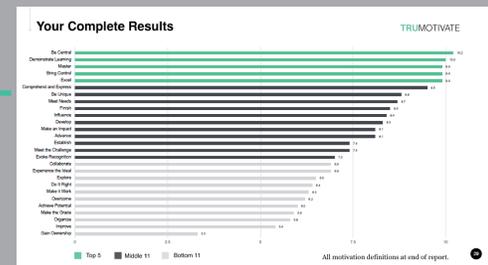
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Challenging Work Environments

- 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

Just as the top 5 tend to influence an individual, it is helpful to know how the other motivations appear in your profile. These are not in order of strengths and weaknesses.



ONET Integration

O*NET database and My Next Move provide online resources and tools to explore careers and analyze jobs.

Matching Your Top 5 Motivations to Career Roles

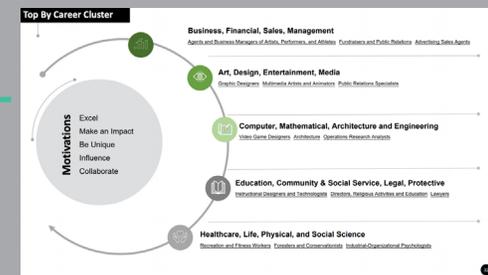
Your top 12 career role matches are displayed on the next page for your information and consideration:

- 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 TruMOTIVATE and the most "up-to-date" Career Database on the Planet

Career Clusters

Occupational results are aligned into career clusters. Motivations align to many different work roles. These occupations are merely suggestions to give direction and not the "only" option when it comes to career paths.



Resources

Offered as a way to further explore how motivations impact life. Peers are also encouraged to discuss and share their motivations to gain mentorship or seek career advice.

What's next in my exploration?

- Share your Top 5**
Send your report out to someone you trust and get their feedback.
- Find an advisor**
Talk to mentors, peers, parents, friends or anyone who will assist you in your exploration.
- Get career advice**
Set an appointment to visit a career or counseling office.
- Visit TruMOTivate.com/Resources**
Check out workbooks, books, videos and other resources.

MEET THE MOTIVATIONS



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



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

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.



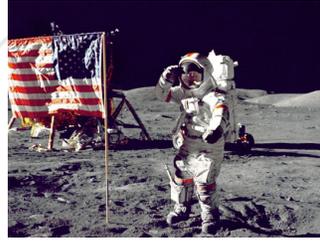
Do it Right
You consistently set up or follow certain standards, procedures and principles.



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.



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.



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



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



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



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



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



Shine the Light
You are motivated to capture the attention and interest of others.



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

GET TO KNOW THE 27 MOTIVATIONS

Good News:

You do NOT need to be a pro at knowing these motivations.
But establishing some familiarity will help you facilitate
understanding for the student.

Learning the 27 Motivations Activity:

Take part in the quiz in your online facilitator training.
You can go back to this quiz as often as needed to
refresh your mind on the 27 motivations.

How Motivations can be similar and how they can be different:

Let's consider our daily routine. In the morning what is the first thing you
do? What about this is fulfilling?

Our motivations tend to show up in something as simple as our daily
routine. For example, someone with Collaborate in their top 5 might
immediately want to be with others, while someone who immediately
wants to plan their day may have Organize in their top 5.

It is important to see here that motivations pan out in different ways for
different people. Yes, they are similar. But they also reveal the uniqueness
of a person which means some are different.

Achieve Potential

Advance

Be Central

Be Unique

Collaborate

Comprehend and
express

Demonstrate Learning

Develop

Establish

Excel

Experience the Ideal

Explore

Finish

Gain Ownership

Improve

Influence

Make an Impact

Do it Right

Make it Work

Make the Grade

Mastery

Meet Needs

Meet the Challenge

Organize

Overcome

Shine the Light

Take Charge



THE POWER OF MEANINGFUL STORIES

The goal is to get the student to see the power behind their stories by having them share at least one of their stories. They may respond with a recent incident or a distant memory, but when you probe for more detail you will hear a remarkable story revealed about your student. It is important to notice the way the student shares their story; their body language, tone, facial expressions. 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.

They reveal a consistent inner pattern of behavior and the core motivations that drive it.

They may reflect one's personal sense of well-being, doing good, and experiencing fulfillment.

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

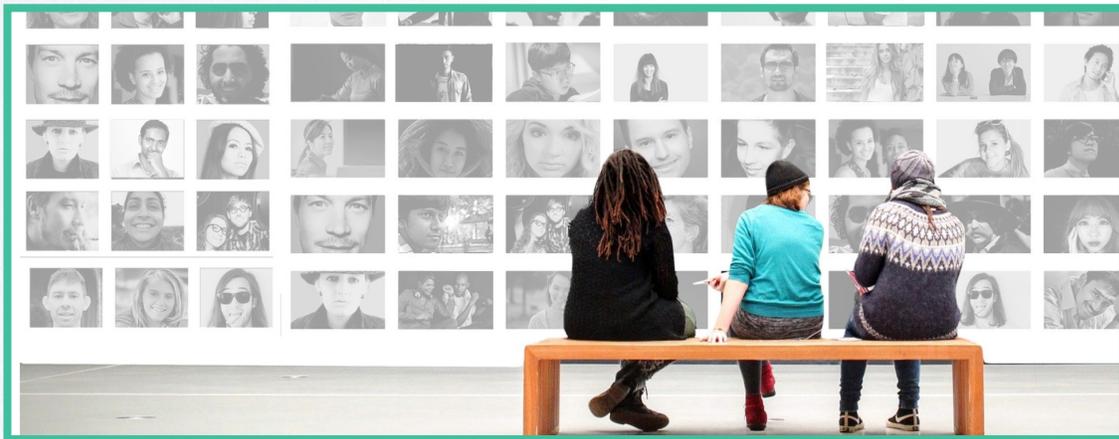
What did you do along the way?

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 roles may be a good fit and their unique potential.



As you encourage students 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.

TIPS FOR STORY INQUIRY

NOT ENOUGH INFORMATION

Questions to assist with 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 story recall can provide specific activators and activities that give 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 when you were in similar circumstances or a similar activity? Tell me about those.
- Do you see any of these top motivations “at work” there?

CONNECTING STORY TO MOTIVATION

STUDY THE TOP 5 MOTIVATIONS

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

YOUR TOP 5

- Meet the Challenge
- Developer
- Excel
- Explorer
- Idealist

Your **Truest MOTIVATIONS** Revealed
Here are your top 5 core motivations - each explained in detail in the following pages.

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

Have students take part in the activity on the bottom of their summary page.

Self Reflection

YOUR TOP 5

TRUMOTIVATE

Results for Student USA

1

Take Charge
You are motivated to be in charge of your destiny, areas and activities.

Characteristics

- Leadership Style: You maintain an assertive leadership style.
- Bring the order: You bring control and order to your environment and domain.
- Independence: You highly regard your independence.
- Authority: You have an authority and a capability to guide people and plans into action.

Contribution

- You guide people / groups through uncertainty or lack of direction.
- Bring needed authority and clarity when it is badly needed.
- Take responsibility and providing direction in the face of crisis.
- Put your life and reputation on the line for the good of others.

2

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

Characteristics

- Motivation to learn: You have a persistent motivation to learn a specific skill or discipline.
- Extreme detail: You are driven to have a flawless grasp and execution of the intricacies and details of a subject.
- Practice makes perfect: You are continuously practicing and refining.
- Aim to succeed: Your goal is often to achieve perfection.

Contribution

- Demonstrate the power of high performance.
- Model the value of laser focus and clear commitment.
- Encourage people to learn and become proficient.
- You inspire people by demonstrating total excellence and expertise.

3

Shine The Light
You are motivated to capture the interest and attention of others.

Characteristics

- 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 by an audience's reaction to what you say and do.
- Call Attention: You heighten the awareness of a purpose or cause of an individual or organization.

Contribution

- Draw-out and provide an appreciation for beauty.
- Raise recognition for causes or the right companies.
- You take on starring and inspiring roles.
- Tap into the aesthetic and eternal to impact others.

4

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

Characteristics

- Reliable: You desire to be the "go to" person.
- Trustworthy: You feel a sense of satisfaction when needed or called upon at critical times.
- Hub of the wheel: You gravitate toward positions near or at the working core of the organization.
- Key: You like to be key for people, especially by helping them navigate through difficulties.

Contribution

- You go above and beyond.
- You build momentum.
- Play a critical role in organizational success.
- You take on roles and risk that others shy away from.

5

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

Characteristics

- Engaging others: You engage and influence people (or other living things that can be influenced).
- Trustworthy: You feel a sense of satisfaction when needed or called upon at critical times.
- Hub of the wheel: You gravitate toward positions near or at the working core of the organization.
- Key: You like to be key for people, especially by helping them navigate through difficulties.

Contribution

- Promote a way of seeing a new reality.
- Change minds and hearts.
- Bring continuity and unity to ideas.
- Promotes favorable impressions and outcomes.

What descriptions resonate?
Review the characteristics and contributions for your selected motivation. Then for each motivation circle or highlight which descriptions most resonated with you.

CONNECTING STORY TO MOTIVATION

REVIEWING STORIES

LISTENING TO STORIES

If you have a student's results with their stories in advance, review and look for phrases that connect to their motivations.

You may not have the stories before you meet with the student. Prepare to listen for phrases that demonstrate their motivations.

"I gathered a team" (collaborate)

"I made a plan" (organize)

"I used what we had" (make it work)



Your Stories



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.

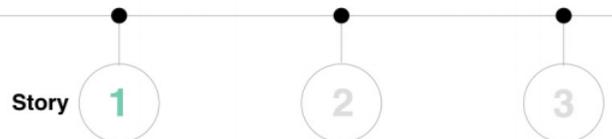
What was most satisfying about the story?

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.

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



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

SECTION

5



EMPOWERING OTHERS

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

WHAT DOES IT MEAN TO EMPOWER?

Our hope is for students to leave a facilitation session with a deeper confidence in who they are and what they have to offer. We believe in creating resilience through connecting and articulating how one's motivations can help them pursue fulfilling work. We know that anything can happen in life, things can go in unexpected ways. But with the confidence and clarity about who we are, we are better able to adapt. Motivations can be empowering!

HOW CAN YOU EMPOWER AS A PEER FACILITATOR?

High anxiety and low sense of relational connectedness are feelings that young adults often express. But these statistics don't have to define this generation of students! As a peer facilitator, you have a role in empowering others to live into their potential and be confident in themselves and their future.

Resilience:

“the ability to adapt to change even when the circumstances are discouraging or disruptive.”



49% ANXIOUS ABOUT CERTAIN DECISIONS

49% UNCERTAIN ABOUT THE FUTURE

36% FEEL DEEPLY CARED FOR BY THOSE AROUND THEM

35% FEEL LIKE SOMEONE BELIEVES IN THEM



**Think of someone who believed in you;
who saw your potential and pushed you towards it?**



How did this person go about this?

How did you feel?

How can you emulate this in your facilitation sessions with students?

LAUNCHING STUDENTS WITH A REFLECTION AND NEXT STEPS: *THE “MOTIVATION 3-2-1 TAKE OFF” ACTIVITY*

We not only want students to understand and connect with their motivations, we want them to leave with a tangible way to utilize these insights.

3 Ways their Top Motivations resonated

Refer to the activity on their Student Summary Page and insight gained throughout the session.

In reflecting on the insight gained in the session have students write out 3 ways their Top 5 resonated. Think of this reflection as what they are “taking away” from the session.

2 Ways they see their Motivations play out

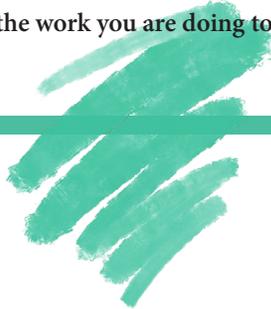
Refer to their present day or future activity/work.

Have the students reflect on how they see their top 5 motivations in either their present life (group or team they are involved in, job, activities) or have them reflect on how they see their motivations playing out in some future life decisions (career path, activities they want to start, ...)

1 Ways they will take action after the session

Discuss what may be the best next step to take after the session based on Goals.

Examples of Actions Steps you can refer them to based on their goals:

- » Gather questions you have about motivations and connect with a facilitator to gain further insight
 - » Meet with a career counselor to receive career guidance from the insight gained with motivations
 - » Connect with an advisor to change your major or minor based on the insight gained from motivations
 - » Connect with someone in the career center to discuss how to apply motivations in an interview, internship, or job
 - » Connect with a group/team you’re working with to discuss similarities/differences between your motivations and the work you are doing together.
-
- 

SECTION

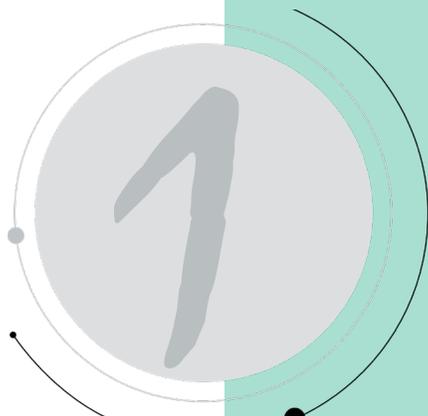
6



PEER FACILITATION
MEETING CONTENT

PREPARING FOR THE 1:1 FEEDBACK

STUDENT FACILITATION QUICK STEP GUIDE



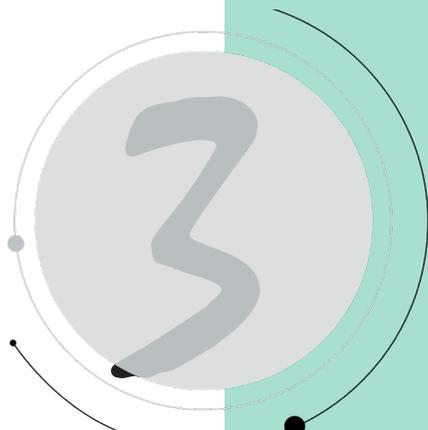
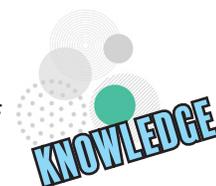
Step 1: Send Student a Welcoming Email:

Start with a welcoming invitation and instructions to prepare for your session together. Using empathy in your email will help the relationship between you and your peer begin before your session and feel more prepared before the session. Directions for this are found on the next page.



Step 2: Review Top 5 Motivations on the Student Summary Page

Review the student's top 5 motivations prior to your session. If you have access to their report, review their Top 5. If you do not have access, ask the appropriate staff member to provide you the students Top 5 motivations. Think about how these motivations may work together. Familiarize yourself with, or gather information about their Top 5 motivations. Prepare to actively listen for the phrases, behaviors, and descriptions of these motivations when they share their story.



Step 3: Consider Your Own Biases

Each person has motivations that they tend to value more than others. Because of this, you may have unknowingly created a bias by assigning motivations a prescribed certain "personality" or "types" of people. Examine potential bias to specific motivations you see when you review the student's top motivations. Remember to understand the value of different motivations and the ways others positively contribute using those motivations.



PREPARING FOR 1:1 SESSION

Communicate to peers the prework to be completed prior the session and what to bring to the session.

We recommend you communicate with the student prior their session with you. This will give them time to review their results, print their summary page, and complete the circle/highlight activity as directed on their Summary Self Reflection page.

Resources for this step

Email Template

Instructions for students

- Bring a print out of the 1-page summary of their Top 5 motivations
- Review the full TruMotivate Report
- Complete the circle/highlight activity at the bottom of the summary page

Hello <Peer First Name>

Welcome and congrats on your first step in reviewing your TRUMOTIVATE results together. I am excited to meet with you on <insert date/time>. We will meet at <set location>.

Your motivations and your stories reflect a true expression of yourself. The underlying motivations that fuel your stories can identify what is fulfilling in your life and provide value in the world around you. I am excited to explore your motivations with you in our upcoming meeting.

To best prepare for our session together, complete the following:

1. Review your TruMotivate results in the report that was emailed to you.
2. Print the Self Top 5 summary page by following the instructions to print in your report.
3. Complete the circle/highlight activity that is located at the bottom of your printed summary page.

I look forward to meeting with you!

<Insert your Email Signature>

OVERVIEW OF 1:1 FACILITATION

Brief Description of sections during a facilitation.

1

CONNECT!

RELATIONAL/EMPATHETIC APPROACH

1. This is where you will build rapport and focus in on the student - help them see the focus is on them by asking conversational questions and getting to know them rather than abruptly diving right into the material.
2. Discover their goals for the session.
3. Share a little about yourself.

2

REVIEW MOTIVATIONS

KNOWLEDGE AND UNDERSTANDING

1. Explain what motivations are (maybe use the tennis racket analogy from the training video).
2. Review their Top 5 motivations and which ones resonated with them. Use the characteristics and contributions in the report to identify words or phrases that resonated with them.
3. Ask if any motivations surprised them in their results. If they were unsure of any motivations, take a moment to be sure they understand that motivation. Often they may have their own meaning formed from the title of the motivation and not a full understanding of what that motivation really is.

3

LISTEN TO THEIR STORIES

CONNECTING MOTIVATIONS & STORIES

1. Ask the student to share 1 or 2 of their activity stories. Ask them if they notice any of their motivations playing a part in their story. This is also an opportunity for you to point out these connections that you have actively listened for.
2. Discuss how these motivations work together for a purpose.

4

WRAP UP

EMPOWERING AND "NEXT STEP" ACTIVITY

1. We not only want students to understand and connect with their motivations, we want them to leave with a tangible way to utilize their insight from their motivations.
2. Walk through "Motivation 3-2-1 Take off Activity."

1:1 FACILITATION SESSION



Step 1: Connect: Being relational.

Take a deep breath! Sit down with the student and get to know them - this is your opportunity to create a comfortable environment for your session.

Some Questions you can begin with: How are you? Tell me a little about yourself? What is a fun fact not many people know about you? *Make sure to also share about you without taking the focus off the student. This is so the student does not feel as though they are alone in*

Give a quick summary of what the TruMotivate is (see pg. 4-6)

Establish to the student your hope by the end of the session, they understand that they are uniquely wired and have a purpose in this world.

Some Questions you can ask the Student in creating a Goal:

- » What if you knew more about your own motivations and how they can influence your engagement, decisions, and satisfaction?
- » What if you knew how your motivations provide value to those around you?
- » What do you want to get out of this session?
- » How do you envision your results helping you next? *If this is unknown or the student is having trouble articulating an end goal, share your experience with how your facilitation session was helpful to your goals.*

PROTIP: keep this goal in mind to help give an idea of what direction to take the students as they understand and gain insight from their results

1:1 FACILITATION SESSION



Step 2: Motivations and Stories

Our motivational flow helps us understand our drives and what brings us enjoyment, engagement, and satisfaction in certain activities.

Explain what Motivations are using the Tennis Racket Analogy below.

Go Over Top 5 Motivations - *Use the Characteristics and Contributions to identify phrases they connect with*

Ask the Student:

- » What resonates when reading over these motivations? (activity on the bottom of Summary Page)
- » Are any surprising?

*Help **bring clarity** to any motivation's definition and characteristics if necessary.*

*Motivations are built on stories of a time when people were at their best. **Explain this** to students and tell them how every one of their stories has purpose and is unique to them. This then brings out their unique core motivations.*

Tennis Racket Analogy: The racket was created to be used in a certain way to get a certain result. When you hit the ball in the corners of the racket what happens? It is valid to argue the outer corners are still valuable and get the ball somewhere, though, it may not be exactly where you wanted it to go. Now think about hitting the ball in the center of the racket, what happens? The ball is more likely to go where you wanted it to go. You see, the tennis racket has a sweet spot, a place on the racket that is meant to hit the ball and get the best result. And what do we do when we just "nail" a shot? We celebrate! Because it just feels great when we hit the sweet spot.

We as humans have a sweet spot too. While we have many things we "can do" we have a "sweet spot" of what we naturally love to do. It is our core motivations that, when understood, reveal the sweet spot within us. These are things already present in us, revealed in the stories written in our lives. Knowing these core motivations helps us navigate decisions and choices and sets us up to be our best selves. And just like in a tennis match, when we find that sweet spot, we celebrate!

1:1 FACILITATION SESSION



Step 3: Discuss Stories and Make Connections to Motivations

Ask the Student:

- » Is there a specific story you wanted to share from your assessment?

The stories in the report are their responses to 3 questions:

- 1. What is an activity they did well and gave them a sense of satisfaction?*
- 2. What did they do along the way?*
- 3. What was most satisfying about the story?*

Reflect on these questions as a reminder and build from their responses to help them see how their motivations are drivers in their story.

First, respond in letting the student see where their Top 5 motivations played a part in their story.

Then for anything they did not mention, share with them places you noticed their top motivations played a part.

It is important in this step that the student leaves with an understanding that each of their stories are unique and bring out the unique motivations that drive them.

Then discuss how those motivations work together to create their unique motivational profile. Explain the importance of knowing their motivations 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.

Ask the Student:

Is there currently a place in their life where you can see these motivations?

1:1 FACILITATION SESSION



Step 4: Empower with Motivation 3-2-1 Take off Activity

Transition to take your students into a reflection portion of the session. This is where you tie everything together and create goals for next steps.

Pull out the "Motivation 3-2-1 Take off Activity" and walk them through it.

If students are having trouble creating an action step, share your story of how you pursued your motivations after your facilitation session.

Remember: *this is not the end of their journey in using and understanding their motivations.*

Have the student leave by affirming the unique ways you see their motivations already playing a part in their life. Let them know they have purpose and so much to offer the world!

TRUMOTIVATE

STUDENT PEER GROUP FACILITATION

INSTRUCTIONS: Use this guide to plan for your group facilitation and prepare to deliver a TruMotivate review session. This guide is intended for students who are reviewing their TruMotivate results for the first time in a group session delivered by a student peer facilitator.

PREREQUISITES TO PEER FACILITATION: The student peer facilitator is required to complete the following before they are a TruMotivate Peer facilitator.

- Complete the TruMotivate assessment and receive an individual feedback from a certified TruMotivate facilitator.
- Complete the on-line training specific for peer facilitation.
- Participate in a group facilitated session either with their own campus or on-line with TruMotivate student sessions.
- Complete a practice session that is supervised by a certified trainer or an experienced student peer facilitator.



LESSON: Student Peer Group Facilitation

Guide and Prep Sheets to prepare for your facilitation.

RESOURCES:

- Email Template
- Bring the printed summary of results
- Your prepared introduction script
- Student Testimony Video or Testimony Sheet
- Video showing Pair/Share Process
- Handout Pair & Share Activity
- 3-2-1 Take Off Planning Sheet

Peer Group Overview

Steps to Peer Group Session

1

INTRODUCTIONS

Prepare your introduction by using your own story and sharing a few of your own top motivations.

2

ICE BREAKER

Share one description from your motivation results that resonated the most with you. Use your summary page from your report.

3

STUDENT TESTIMONY

Use student testimony to show how other students have benefited from their motivational results.
~ use TruMotivate Student Testimony video or printed case study.

4

SESSION GOALS

Establish personal goals for the session. Use questions to engage curiosity and sentence prompt to express personal goals.

5

ABOUT MOTIVATIONS

Understand motivations and benefits for engaging in your motivations. Use the "Tennis Racket" analogy for concept connection.

6

STORY CONNECTIONS

Demonstrate how individual story connects to motivations to prepare for Pair & Share.
~ use TruMotivate Student Story video or plan live example with partner or other student.

7

PAIR & SHARE

Pair students together to share their own stories and identify motivations. Use the Pair & Share Activity Sheet and have Motivation Descriptions available.

8

VALUE: DUAL BENEFIT

Group debrief on Pair and Share activity. Explain dual impact of motivations for self fulfillment and impact to world around you. Have students explore their motivational value.

9

WRAP UP

Summarize the value of knowing your motivational results. Challenge them to take the next step to apply motivational results for their personal goal.

Prior to Session

Communicate to students the prework to be completed prior the session and what to bring to the session.

It is recommended to create a welcome email to your group session and communicate with students at least one week prior their group session. This will give them time to review their results, print their summary page, and complete the circle/highlight activity as directed on their summary page.

Resources for this step

Email Template

Instructions for students

- Bring a print out of the 1-page summary of their Top 5 motivations
- Review your TruMotivate Report
- Complete the circle/highlight activity on summary page called Self Reflection

Example of Email Invite:

Hello <Student First Name>

We are excited to have you join our group session to review your TruMotivate results on <insert date/time>. We are located at <set location>.

Your motivations and your stories reflect a true expression of yourself. The underlying motivations that fuel our stories can identify what is fulfilling in our lives and have value to the world around us. We are excited to have you explore your motivations in our upcoming session.

Please prepare for our session by completing the following:

1. Review your TruMotivate results in the report that was emailed to your inbox.
2. Print the Self Reflection summary page by following the instructions to print in your report.
3. Complete the circle/highlight activity that is located at the bottom of your printed summary report.

We look forward to having you participate in our session!

<Insert your Email Signature>

1: INTRODUCTIONS

Use the power of story to start your session. Prepare your introduction by using your own story and sharing a few of your own top motivations.

Resources for this step

Your prepared introduction script

Your own printed summary of results

Prepare Your Personal Introduction Script:

Reflect on a story from your own TruMotivate report or use another story for your introduction. Start by saying your own top motivations that connect in your story. Tell your story using the three story parts.

1. What activated your interest or excitement to get involved with your story?
2. What were the activities that you enjoyed doing in your story about the way you engaged with people, things, or the process?
3. What did you find most satisfying about this story and/or the results from being engaged?

Use the space below to write your introduction:

2: ICE BREAKER

Have students share with another student one description from their TruMotivate results that resonated the most with them. Reference their summary page from their report.

Resources for this step

Student Summary Page

Narrator:

Ask: Ask the group of students if they have reviewed their reports and read through their TruMotivate report.

Ask: Ask the group if they circled or highlighted the descriptions that resonated the most with them. If there are students that have not completed this step, pause and give them a few minutes to complete that now. For those who have completed this step, ask them during this time to think about one of the descriptions that they circled/highlighted that they would like to share.

Instruct: Using your student summary report, what is the first phrase you circled that resonated with you about one of your motivations? Share that phrase or description with someone near you.

Student Interaction: Provide them a moment to share with another student. If they seem hesitant to share, be the example and go to a student near you and share one of your own motivations and a description that resonated with you.

Inform: After students have an opportunity to share, explain to them, "Now you each know something of value about someone in this room. Knowing your motivations also gives you insight to how you provide value."

This is a starter to getting students interacting, reflecting on a top motivation and starting to see how they contribute using their motivation.

3: STUDENT TESTIMONY

Show the student testimonies to express how other students have benefited from their motivational results. This will both demonstrate the benefits of understanding motivation and provide specific examples which can help with the next step in facilitation goal planning.

~ use TruMotivate Student Testimony video or printed case study.

Resources for this step

Student Testimony Video

It is recommend to share the video of the student testimony. If you do not have the ability to play a video during your facilitation session, TruMotivate has provided a printable student testimony sheet that can be used instead of the video.

Narrator:

Express: 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.

Instruct: We will watch a video of students who have experienced TruMotivate and their stories of how learning their own motivations had an impact on them.

Play Video: Play the video for the students.

Reflect on Video: Understanding your motivations can help you apply that knowledge in different ways and continue to adapt to various situations by applying your knowledge of who you are when you are at your best.

Transition to Developing Goals: Think about how you would like TruMotivate to apply your learnings from your own scenario at this time.

Understand how knowing about your motivations can be applied to different scenarios and help you adapt and take action.

4: SESSION GOALS

Have each student establish personal goals for the session. Use questions to engage curiosity and sentence prompt to help students express their personal goals.

Resources for this step

Student Summary Page

Optional: Visual with the word prompts

Understand that their personal goal may be something they are still considering or something they may not want to share with others. Use this activity to help them consider their goals and more clearly define that goal for them self.

Narrator:

Engage Cognitively: Engage the students by asking them the following questions and allowing them time to process the questions.

- What if you knew more about your own motivations and how they influence your engagement, decisions, and satisfaction?
- What if you knew how your motivations provide value to those around you?
- What do you want to get out of this session learning more about your motivations?

Ask: Ask the students to complete the personal goal by filling in the sentences.

Can you complete this sentence?

I'm curious to learn about my own motivations so that.....
(provide examples to help them get started)

Example: I'm curious to learn about my own motivations so that _____

- I can evaluate opportunities for roles I would enjoy.
- I can think about campus activities or organizations where I can meaningfully contribute.
- I can better articulate activities I enjoy and the value I bring for career applications.
- I can explore academic majors or career paths more intentionally.

5: ABOUT MOTIVATIONS

Understand motivations and benefits for engaging in your motivations. Use the “Tennis Racket” analogy for concept connection.

Resources for this step

Share an example of something you can do and something you love to do.

Share Personal Example: Use your own motivations to demonstrate that you can do many things. Share an example of an activity that aligns closely with one of your middle motivations and how you know that is something you can do, but not necessarily something that you love to do. Then share something that you do enjoy doing and how one of your top motivations connects.

Example: I had to get everyone on the class project to agree on our topic and project. I used my influence motivation which is not in my top 5 to get buy in from the group and sell my idea. This was important for me to use this motivation so that we could all focus on creating something that was very distinctive and unique from the rest of the other teams. I really enjoyed our project because it was creative and different than the others, however I did use my motivation to influence others. Influencing others is something I can do, but I don't love to do. Using that skill however led me to my ability to use my top motivation to Be Unique.

Explain Motivations: Using the “Tennis Racket Analogy”

The Racket was created to be used in a certain way and get a certain result. When you hit the ball in the corners of the racket what happens? It is valid to argue the outer corners are still valuable and get the ball somewhere, though, it may not be exactly where you wanted it to go. Now think about hitting the ball in the center of the racket, what happens? The ball is more likely to go where you wanted it. You see, the tennis racket has a sweet spot, a place on the racket that is meant to hit the ball and get the best result. We as humans have a sweet spot too. While we have many things we “can do” we have a “sweet spot” of what we naturally love to do. It is our core motivations that, when understood, reveal the sweet spot within us. These are things already present in us, revealed in the stories written in our lives. Knowing these core motivations, reveal that we are purposed to accomplish these things which then helps us navigate decisions and choices that can help us step into our “best stuff.”

Narrator:

- Discover the combination of motivations in your stories that stick with you. Your own unique combination drives your behavior, life satisfaction, and excellence in what you do. Using your own stories, you will see the specific way you are driven.
- By seeing your motivations at play, it provides insights to roles and environments where your motivations are most likely to thrive.
- We uncover these core motivations by looking to certain stories, or activities. Not just any activities, or any stories, but activities and stories that left you with a sense of either
 - Accomplishment
 - Satisfaction
 - Joy
 - Achievement
 - Or when you were at your best
- It is in THESE STORIES that we see your motivations in action and influencing your decisions and behavior. Activating your interest, keeping you engaged, and having that sense of satisfaction on the process or results.

6: Story and Demo Pair & Share

Review the power of story and play a student video sharing their story and the motivational connections.

Resources for this step

Video showing Pair/Share Process

Optional (if can't use video) - plan for live demo with a volunteer.

Watch a Pair & Share Demonstration

Narrator: Soon we will share a story with a partner. You can use a story from your TruMotivate report or another story from a recent experience. Choose a specific story where you enjoyed being actively involved and felt you did well or felt some satisfaction. We will be hearing your story and listening to see how your motivations show up in your activity.

Watch Video: Here is an example of students going through a similar story share activity.

- Play video.

Reflect on Video: Notice at the beginning of the video that a couple motivations were noted on the screen. There were other motivations observed here. Can you see ones that align? ~ Have the students suggest where they saw the other motivations.

7: Pair & Share

Review the power of story and play a student video sharing their story and the motivational connections.

Resources for this step

Handout Pair & Share Activity

Student Summary of Top 5 Report

Pair & Share Activity

Hand out the Pair & Share Worksheet: Read through the instructions first and then pair students together. Note the amount of time you have for each student. We recommend 7 minutes for each student, however this can be modified to fit the given timeframe you have available.

Group students together: Pair students together and if there is an odd number you may have a group of 3 together.

Ask them to Make Introductions: Have them introduce themselves by stating their name and the top 2 motivations of their 5 that most resonate with them.

Monitor Time: After introductions, tell them they will start by sharing their Top 5 motivations so that their partner will know what motivations to listen for in their stories. Then they can start by sharing their story. The listener can ask questions to help them hear their partners story and listen for their motivations. Watch the time and announce when they have one minute left to switch partners and when it's time to make the switch.

Review and Reflect: Once the activity time is complete, ask the students to complete the box at the bottom called "My Peer Identified Key Motivations". Tell them to think about the motivation(s) that their peer identified and why you think that motivation stood out to them.

8: Value of the Dual Impact

Reflecting on their motivations and the seeing the value they contribute.

Resources for this step

Handout Pair & Share Activity

Student Summary of Top 5 Report

Narrator

Motivation Impact: Dual Benefit

Your core motivations reveal the things you love to do. You are naturally drawn to activities and experiences that allow you to exercise your top motivations, and in doing so you have a greater satisfaction with your involvement. This creates a dual benefit for you and the world around you. Not only do you find fulfillment in exercising your motivations, others also benefit when you act upon what you are motivated to do and the productive opportunities in which you fully engage. You contribute to the greater good when you lean into your core motivations.

Think of your own activities and way you enjoy engaging in your stories.

What interested you to get involved in your story?

What were the activities that you did in your story and you enjoyed?

What are the top activities that you love to do first?

Are there moments that stand out in your story that you loved?

Think about the contributions and benefits your actions had on your story.

What impact did your actions have on the process or other activities in your story?

Who was impacted because of your actions?

Were your actions different than others and how did that different method contribute to your story?

What type of impact did your actions have? Did you influence others, get buy-in, create change, problem-solve, advocate for others, help meet a need, get others involved, build something new, create efficiencies, help meet specific criteria, etc?

It's amazing that the motivations that drive you to fully engage and be fulfilled are also adding value because of the way you engage and make an impact on the world around you.

9: Wrap Up and Send Off

Take time to honor their story and celebrate their motivations. Then challenge them to take the next steps to engaging their results more fully.

Resources for this step

Student Summary of Top 5 Report

3-2-1 Take Off Activity Page

Narrator:

Let students know this is the last activity before the session is over. Transition into a time of reflection by passing out the “Motivation 3-2-1 Take off Activity”

Give them about 5 minutes to think and go through the activity individually. Let them know you are available for help.

Have 1-2 students share the action step they came up with. This invites accountability and may help others who were having trouble with this step.

Give reference to the resources the students have after the session:

- » Your Contact Information
- » The Career Center Contact Information
- » Advisors
- » Staff TruMotivate Facilitators
- » Each other

Remind the students this is not the end of their journey in utilizing their motivations, especially with their action step.

Thank them for their time, honor their stories, and empower their unique pattern of motivation. Let them know they each have purpose and so much to offer the world!

MOTIVATION ACTIVITY: PAIR & SHARE

Your life is full of stories that reflect the truest expressions of yourself. When we share our stories we get insight to an individual's unique motivations and the value they contribute. Look for the motivations in others and how that impacts the people or elements in their story.

ACTIVITY INSTRUCTION

Step 1: Take turns sharing one of your stories about a time when you were at your best. Before telling your story, let your peers know your top motivations.

Step 2: Peers ask questions that help you see them in action in their story.

Sample Questions	“What was the one thing that you really enjoyed doing?”
“How did you get involved?”	“Looking back, what was most satisfying about this activity?”
“What did you do well?”	“What/Who in your story was most impacted and why?”

Step 3: Using the boxes below, write down at least one motivation you observe in your peer's story.

Step 4: In the bottom box, write down what you notice that your peers said about you in your stories.

GROUP ACTIVITY: TALK ABOUT PEER MOTIVATIONS

Write down one motivation of your peer's and why you selected it from their story.

Then discuss how this unique motivation also contributed to the story or impacted others?

GROUP SESSION ACTIVITY

EXAMPLE	John Be unique: Personal style in his work.

MY PEER IDENTIFIED KEY MOTIVATIONS

[WRITE DOWN WHAT YOUR PEERS AFFIRM IN YOUR STORY]

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MOTIVATION 3-2-1 TAKE OFF PLANNING

Motivations are meant to go beyond one insightful session. They should be revisited along with changes and turns of life. Let's take action in forming a next step for you to pursue continual growth in understanding and acting in your unique self.

ACTIVITY INSTRUCTION

- 3** Reflect on 3 things that resonate with you based on your understanding of your Top 5 motivations.
- 2** Reflect on 2 ways your motivations show up in either present or future activities/work.
- 1** Explore one action step you can take once you leave the session.

Examples of action steps:

- » Gather questions you have about motivations and connect with a facilitator to gain further insight
- » Meet with a career counselor to receive career guidance from the insight gained through your motivations
- » Connect with an advisor to discuss your major or minor based on the insight gained from motivations
- » Connect with someone in the career center to discuss how to apply motivations in an interview, internship, or job

INDIVIDUAL ACTIVITY: WALK THROUGH 3-2-1

3

Three horizontal boxes for step 3, with a curved line and dots on the right side.

2

Two horizontal boxes for step 2, with a curved line and dots on the left side.

1

One horizontal box for step 1, with a curved line and dots on the right side.

STEP 3 TESTIMONIALS

TESTIMONIES ARE POWERFUL, THEY HELP US CONNECT REALITY WITH WHAT IS BEING TAUGHT

A Word from Sam:

"After taking the assessment and receiving my results I was able to put my results into practice immediately through a personal branding speed selling competition at my university. I was able to use my motivations to provide executives with an understanding of where I draw my motivations from and what that means for their company. After explaining my top 3 motivations I then had supporting evidence of putting those motivations into practice through past projects, jobs, and internships. TruMotivate was essential in finding my motivations and communicating them in a way that can be understood."



A Word from Kianna:

"I recently took the TruMotivate assessment before applying to an internship. Through receiving my results I was able to connect the job descriptions with my motivations. It helped me gain insight over what I had to offer and helped me see that even though I didn't have experience in certain skills I could see how my motivations aligned. I could share my experience when these motivations have been utilized in a past experience or job."



A Word from Grace:

"During my individual feedback session, the facilitator made me feel comfortable, helped me identify my unique gifts, and gave me a safe space to explore my individual stories and motivations. They did this by taking time to walk me through my top motivations and talking through each of the stories I wrote for the assessment. I walked away from the facilitation session feeling confident in my abilities to use my motivations to my advantage in future interviews, personal development, and career searches. Working with a facilitator assured me that my motivations are unique to me."



SECTION



8

RESOURCES & FAQ

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.

How do I respond to a student who says they do not relate to one or two of their motivations?

Sometimes it's the Motivation name or language that a student isn't connecting with. Discover any misunderstandings in their motivations by reviewing their summary page. Then help them make connections 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.



What do you do when a conversation gets a little too personal from the student?

Remember the disclaimer on knowing your school's or organizations protocol involving the need to report anything that may be threatening to your student or yourself? Sometimes students tend to overshare. Without abrupt interruption calmly stop your student and let them know you hear them and their thoughts and feelings are valid. Though, remind them of your position and refer them to a person that is certified in discussing the situation at hand. It is important here to take action in connecting them with someone. Whatever they are sharing is of high importance and deeply vulnerable to them and should be handled with care.



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 over 50+ years.

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

What do you do when the student is overwhelmed with anxiety about making the right decisions involving their future?

Pause, have them take a deep breath. Let them know they are not alone in feeling this way. Emphasize that there is not a timestamp on these questions being answered and a certain decision being made. Remind them there is a wide variety of resources to help them navigate this decision-making process and they are in a great place simply by becoming more self-aware. Acknowledge that there is no "right decision" there are many great pathways one can go in where they can thrive.

What do you do when the students' career path does not align with their motivations?

Recommend a career counselor and let the student know that the careers provided are ideas or suggestions. They are recommendations from a pool of jobs that take your motivations and align them with the core competencies of nearly 1,000 occupations.

FAQ

COMMON QUESTIONS



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.

