

# TOOL KIT FOR THE MOTIVATOR

Thank you for leading your team as the motivator. In this motivational role, you are responsible for ensuring that team members do two things: (1) understand that their work is important and (2) reflect on how they feel about their work individually and collectively. You make sure the team forms a strong relationship built on shared purpose and understanding of individual preferences. During extended team-based projects, you gather data about team morale, culture, and leadership. You share your findings with the team and provide support to improve the team's goals and motivation to work toward those goals.

Your job as the motivator is essential, as you help make sure everyone improves their ability to work well together. You help your teammates have a more positive experience and have better group work experiences in the future (Sjølie, Strømme, & Boks-Vlemmix, 2021).

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## Role Responsibilities and Resources

In this section you get an overview of your responsibilities and the resources in this tool kit. These resources will help you meet the expectations for your role. You might use some of the tools regularly, while using other tools only in certain situations. Some you never need to use at all. You can revise these tools so they work well for you or replace them with tools you make yourself. Use them strategically.

- **Leadership Responsibilities Overview:** Measuring and promoting team morale and identity, ensuring work is motivating
- **Leadership Condition:** Motivating work
- **Leadership Practice:** Reflecting and setting goals
- **Tool Kit Topics:** Divided into two topics used to support (1) team relationship forming and (2) team meetings, including team assessments

You will use most, if not all, of these tools.

- Use **“Team Morale Report”** (page 5) at each meeting to capture emotion data on team morale and offer ideas for new team-specific emotion words. Bring a Mood Meter or another emotional literacy tool to team meetings.
- Use **“Decision Observer Checklist”** (page 6) when the team is making decisions during a meeting to ensure the decision is made fairly as a team. Checklists like these are important tools to ensure consistency in the decision-making process.
- Use **“Daily Team Reflection”** (page 7) at the end of each day. Be prepared at mid-cycle meetings to offer shout-outs to team members and ask questions about improving collaboration.
- Use the **“Team Contract”** that you have already created to update the team strengths and struggles as you monitor the team’s progress. Be prepared to share your observations about these updates with the team at end-of-cycle meetings.
- Use **“Team Leadership Assessment”** (page 9) to foster how well the team offers leadership conditions and engages in leadership practices. Be prepared to share your assessment at end-of-cycle meetings.
- Use **“Peer Leadership Assessment”** (page 10) to gather feedback about individual leadership for each team member and by each team member. Be prepared to distribute this assessment twice: (1) once at a mid-project meeting and (2) again at the end of the collaboration. Ask the advocate for direction from the teacher about how to share and discuss results.
- Use **“Post-Collaboration Emotions Reflection”** (page 12) to ask each team member to assess key emotional moments in their experiences of the collaboration and what they mean for them as leaders. Be prepared to lead a debrief of this exercise in the final team meeting.

## Team Relationship Forming

Use the “Team Contract” to guide your team through its formation. Throughout the collaboration, offer genuine praise and appreciation for the good work you see on your team. Find ways to recognize individuals for their accomplishments.

As an option, in the early stages of your team forming, consider asking team members to take a personality assessment. Assessments like these can build self-awareness and awareness of others, and open the door to good conversations about how team members prefer to work together. No personality assessment tool is perfect or should be used to draw conclusions about someone.

If you would like to complete this optional step, select a tool from the following list. Ask the project manager to build in time or assign the assessment for homework. After completing the assessment, lead a reflection using the questions that follow this list.

- **CLEE Compass Points Protocol ([www.clee.org](http://www.clee.org)):** This approximately 30-minute protocol allows team members to identify where they would place themselves on a compass, based on their preferred way of working: A “North” likes to move things forward, an “East” likes to think of the big picture, a “South” attends to other team members’ feelings, a “West” figures out the details.
- **DISC Personality Test (<https://discpersonalitytesting.com>):** This 15- to 20-minute test assesses your personality in four categories: (1) The D represents dominance, or the level of confidence and drive toward success; (2) the I represents influence and is marked by sociability; (3) the S represents steadiness, an interest in maintaining a predictable and cooperative environment; and (4) the C represents conscientiousness and is marked by expertise, analysis, and precision.
- **Enneagram test ([www.enneagraminstitute.com](http://www.enneagraminstitute.com)):** This 40-minute test assigns each taker a number to represent their personality type: a 1 is The Reformer, a 2 is The Helper, a 3 is The Achiever, a 4 is The Individualist, a 5 is The Investigator, a 6 is the Loyalist, a 7 is The Enthusiast, an 8 is The Challenger, and a 9 is The Peacemaker. Shorter versions of the test are available.
- **Meyers-Briggs Type Indicator ([www.myersbriggs.org](http://www.myersbriggs.org)):** This 20- to 30-minute test assigns four letters which, when combined, result in a personality type. Each letter represents a preference between two aspects of personality: Energy can be coded as (E)xtrovert or (I)ntrovert; processing information can be coded as (S)ensing or I(N)tuition; drawing conclusions can be coded as (T)hinking or (F)eeling; looking at the outside world can be (J)udging or (P)erceiving. There are 16 possible combinations, such as ENTJ or ISFP, each of which provides a personality description.
- **VIA Character Strengths Survey ([www.viacharacter.org](http://www.viacharacter.org)):** This 10- to 15-minute survey results in an ordered list of the taker’s strengths. Each of the strengths is associated with one of six virtues: (1) courage, (2) humanity, (3) justice, (4) temperance, (5) transcendence, and (6) wisdom. All strengths are present to some degree, but the results indicate the degree to which each strength expresses itself.
- **Informal assessments:** Instead of using a formal assessment, create your own conversation prompts to learn more about each other, such as “If you were on . . . what . . . would you be on?” (for example, a sports team) or “If you were a member of (band/show/book/time in history), who would you be?”

Here are reflection questions to facilitate conversations with your team after completing a chosen assessment.

- What did we learn from this experience? What felt true about our results? What felt untrue?
- How similar or different were our results from each other’s? What does this mean for our team? If we are all similar, how can we fill in gaps? If we are different from each other, how can we value each other’s differences?

- For each of our identified strengths, how can they be helpful to the team? What could be a challenge of that strength? For each of our identified weaknesses, how can we all work to ensure that we support each other through them?

## Team Meetings

The facilitator calls regular team meetings. Come prepared to provide updates on your areas of responsibility and to provide a so-called *warm open*. Warm opening activities can center the team in gratitude or connection. You can select from a range of opening activities, from taking three quiet breaths to offering an appreciation for each other to telling a quick joke.

Additionally, you should schedule weekly one-to-one check-ins with other team members. Use the following questions to keep those check-ins brief and focused.

*How motivated are you feeling to do your work? Is there anything I can do to help?*

If you learn before or during that check-in that someone is not feeling motivated to complete their work, address it with them. You could use this script.

*I noticed you said you're not making progress in your area of responsibility. How are you feeling about this work? What challenges are you facing? What areas of the collaboration feel like strengths?*

Listen closely and without judgment to understand their perspective. After listening closely, you could follow up using this language.

*Is there a way we, as a team, can support your progress better? How do the goals feel to you? Do you have revision suggestions to the goals, roles, or responsibilities?*

You can offer possible follow-up support by doing one or some of the following.

- Ask the project manager to clarify their expectations.
- Adjust their responsibilities so they feel more important or aligned to their strengths.
- Provide or find more support with the skills they need to complete their work.
- Encourage them to address what is bothering them directly with the appropriate person.

If it feels helpful to offer a reflection, use the prompts from the “Motivate: Reflection Log” or “Motivate: Reflection Bookmark” from earlier in the year in the context of the collaboration.

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## Team Morale Report

Every time the facilitator holds a team meeting during a cycle, capture the team's overall morale. Do this by keeping a count of each team member's emotions over time in the appropriate quadrant. At the end of a cycle, use this information to report on team morale.

<b>Stormy</b> Lots of Energy, Unpleasant Emotions	<b>Sunny</b> Lots of Energy, Pleasant Emotions
<b>Rainy</b> Not Much Energy, Unpleasant Emotions	<b>Breezy</b> Not Much Energy, Pleasant Emotions

*Source: Adapted from Brackett, 2019.*

What were the most noticeable emotions this week?

What trends did you notice in morale based on emotions? Why do you think people were feeling that way?

What do the team's emotions tell you about motivation and goals?

Is there a new emotion word you would like to introduce to the team based on the common emotions this cycle?

## Decision Observer Checklist

If your team is making an important decision (for example, choosing a topic or format) or cannot agree about a decision, use this checklist to ensure the decision is fair and free from bias.

- ☐ The team clearly identified what decision needed to be made.
- ☐ The team clearly identified what elements were important in the decision.
- ☐ Team members independently assessed decisions first, giving a score to each element.
- ☐ Team members then shared their decisions and reasons for those decisions.
- ☐ Team members then independently scored each element of the decision again.
- ☐ The team then averaged the scores.

*Source: Adapted from Kahneman et al., 2021, pp. 387–388.*

## Daily Team Reflection

Use these questions every day at the end of collaboration to record observations about your team's positivity and productivity. Use this information to offer specific celebrations and ask questions about how the team can work together even better.

### Positivity

How positive did the team culture feel today? Rate it on a scale of 1–5, with 1 being not very positive and 5 being very positive.

What was happening that made it this way?

Who showed the most leadership in creating a positive team culture today? What did they do to make it that way? Celebrate their contribution using this frame or your own: "I want to give an extra shout out to \_\_\_\_\_ for \_\_\_\_\_. Because you \_\_\_\_\_, we were all able to \_\_\_\_\_."

How could the team culture have felt safer or more supportive? Offer a strategy to improve using this frame or your own: "Today I noticed\_\_\_\_\_. I wonder if tomorrow we could try\_\_\_\_\_."

## PRODUCTIVITY

How productive was the team today? Rate it on a scale of 1–5, with 1 being not very productive and 5 being very productive.

Who showed the most leadership in fostering a productive team today? What did they do to make it that way? Celebrate their contribution using this frame or your own: "I want to give an extra shout out to \_\_\_\_\_ for \_\_\_\_\_. Because you \_\_\_\_\_, we were all able to \_\_\_\_\_."

How could the team processes have been more productive? Offer a strategy to improve using this frame or your own: "Today I noticed\_\_\_\_\_. I wonder if tomorrow we could try\_\_\_\_\_."

## Team Leadership Assessment

Complete this assessment once per cycle before the mid-cycle meeting to assess how well the team is upholding leadership conditions and engaging in leadership practices.

	<b>Notes on Strengths, Struggles, and Strategies</b>	<b>1</b> Strongly Disagree	<b>2</b> Disagree	<b>3</b> Neither Agree Nor Disagree	<b>4</b> Agree	<b>5</b> Strongly Agree
We give each other opportunities to lead.						
We find the work motivating.						
We demonstrate belief in ourselves and each other.						
We have the safety to take risks.						
Our team can motivate ourselves and others, including reflecting and setting goals.						
Our team perseveres, including experimenting with strategies.						
Our team communicates, including exchanging feedback.						
Our team collaborates, including advocating for ourselves and others.						

# Peer Leadership Assessment

Complete this peer leadership assessment for each teammate at checkpoints in the project that you all have agreed on. Evaluate how well individuals on the team are upholding leadership conditions and engaging in leadership practices. Use this assessment as an opportunity to talk directly with each other about how the collaboration feels.

Name of assessor:	Name of team member being assessed:	Date:
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	Observations, Celebrations, and Questions	1 Strongly Disagree	2 Disagree	3 Neither Agree Nor Disagree	4 Agree	5 Strongly Agree
This team member takes advantage of their opportunities to lead.						
This team member finds the work motivating.						
This team member demonstrates belief in themselves and other team members.						
This team member creates the safety to take risks.						

# REPRODUCIBLE

	<b>Observations, Celebrations, and Questions</b>	<b>1</b> Strongly Disagree	<b>2</b> Disagree	<b>3</b> Neither Agree Nor Disagree	<b>4</b> Agree	<b>5</b> Strongly Agree
This team member is motivated and motivates others, including with reflection and goal setting.						
This team member perseveres and helps others do the same, including experimenting with strategies.						
This team member communicates, including exchanging feedback.						
This team member collaborates, including advocating for themselves and others.						

## Post-Collaboration Emotions Reflection

As your team finishes its work together, ask every team member to use this reflection to process the experiences and consider what they learned about themselves as leaders. Use the Mood Meter or another emotional literacy tool to complete the prompts below and answer the following questions.

Think of a time during the teamwork when you felt . . .	What was happening?	What was the emotion?	What does this tell you about yourself as a leader?
<b>Sunny</b> Lots of energy, pleasant emotions			
<b>Stormy</b> Lots of energy, unpleasant emotions			
<b>Breezy</b> Not much energy, pleasant emotions			
<b>Rainy</b> Not much energy, unpleasant emotions			

Source: *Moods* adapted from Brackett, 2019.

How can you use your leadership in other areas of your life?

How did you stay motivated to work toward the team goals?

What strategies did you use to regulate during the experience?

How were you authentic and adaptive as a communicator?

How did you foster a positive culture on your team?

How did you contribute to productive team systems?

## References

- Brackett, M. (2019). *Permission to feel: The power of emotional intelligence to achieve well-being and success*. Celadon Books.
- Kahneman, D., Sibony, O., & Sunstein, C. R. (2021). *Noise: A flaw in human judgment*. Little, Brown Spark.
- Sjølie, E., Strømme, A., & Boks-Vlemmix, J. (2021). Team-skills training and real-time facilitation as a means for developing student teachers' learning of collaboration. *Teaching and Teacher Education*, 107, Article 103477. <https://doi.org/10.1016/j.tate.2021.103477>