



Your Youth Motivational Map Profile

Dan Sample

Individual Report

- *Belonging*
- *Purpose*
- *Knowledge*

28 February 2020

No Name

**m.**

MARIE BALL CONSULTING



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## Introduction

Your happiness and success in life are partly determined by whether or not your core 'motivations' are being met. These Motivations are not a conscious decision, but rather emerge from your self-concept, beliefs, expectations and personality. As with our purpose in life, we do not 'invent' motivations; instead, we detect them. It is vital to go with the grain of our Motivations.

This Motivational Map Profile is based on your responses to the Motivational Map Questionnaire which was completed on 28 Feb 2020.

The origins of the Motivational Map are based on extensive research into human motivation using three primary sources; Abraham Maslow's hierarchy of Needs, Edgar Schein's Career Anchors and the personality profiling tool the Enneagram.

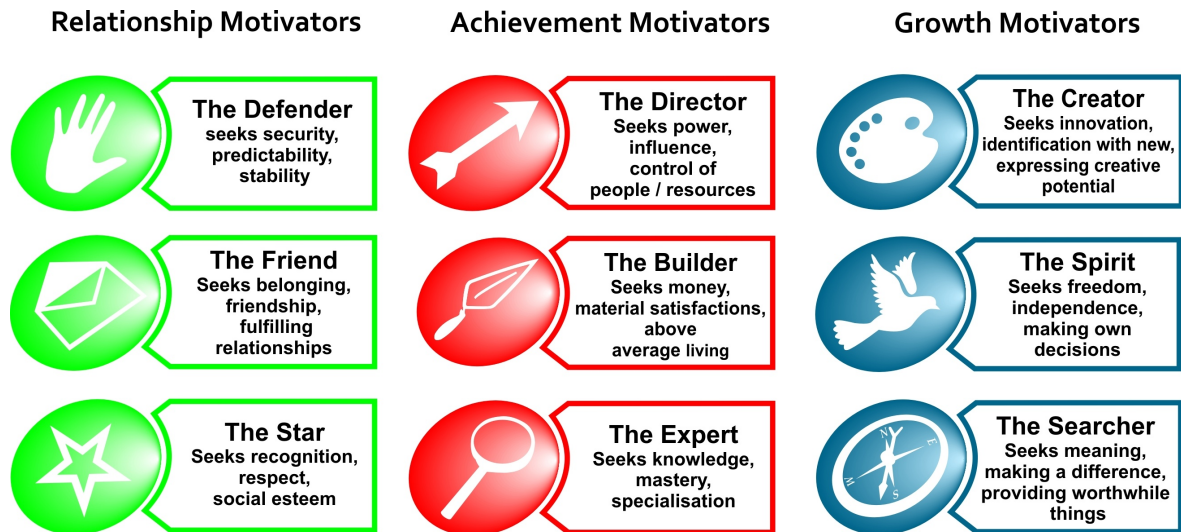
The Motivational Map comprises three cluster areas, with each of these containing three core motivations. This means that in total, there are nine core Motivations.



Usually three of these predominate, although sometimes this can vary - two may stand out, or more than three can emerge. Within your dominant three, there is one core Motivation –it is important to work on focusing on things and activities that will satisfy this motivation to enable you to be motivated and, ultimately, happy and successful. Thus it is why examining your Motivations is of fundamental importance.

## The Nine Motivations

The Nine motivators sit within the three cluster groups, as shown in the diagram below:



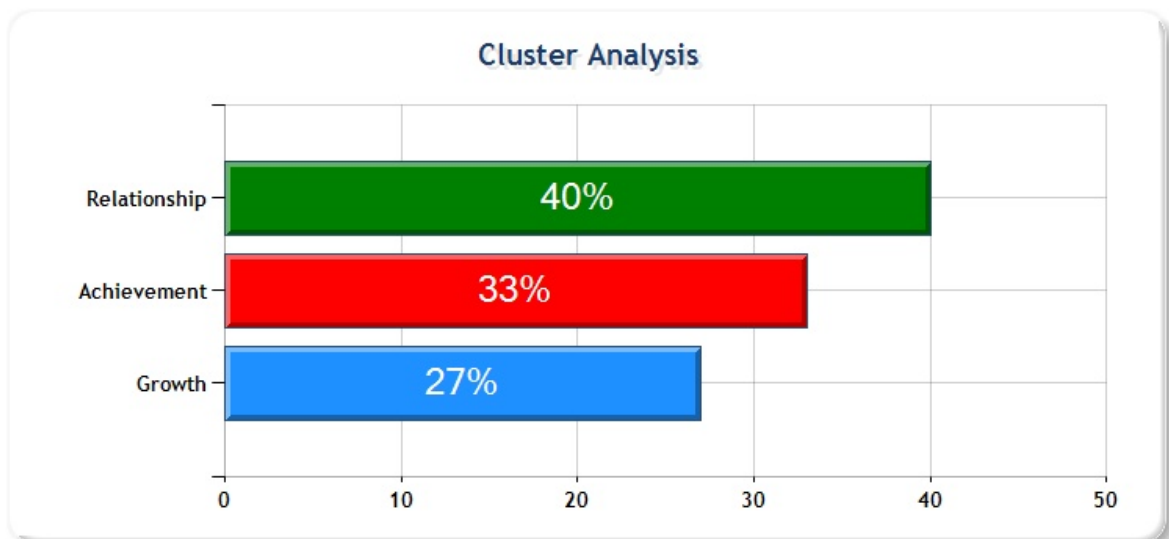
See the next page to find out your own Motivational tendencies.

## The Summary

The Absolute Strength chart measures how important each motivator cluster is set against the other two. Looking at this chart should give you a good idea of what is really important to you about being motivated. If the distribution of the three colours is pretty even, then you are pretty balanced: you get motivated through Relationships through Achievements and through personal Growth probably in equal measure.

When looking at this chart consider:

- Does one dominate?
- Is one especially weak?
- Is there a balance?



### Your Dominant Cluster is: Relationships

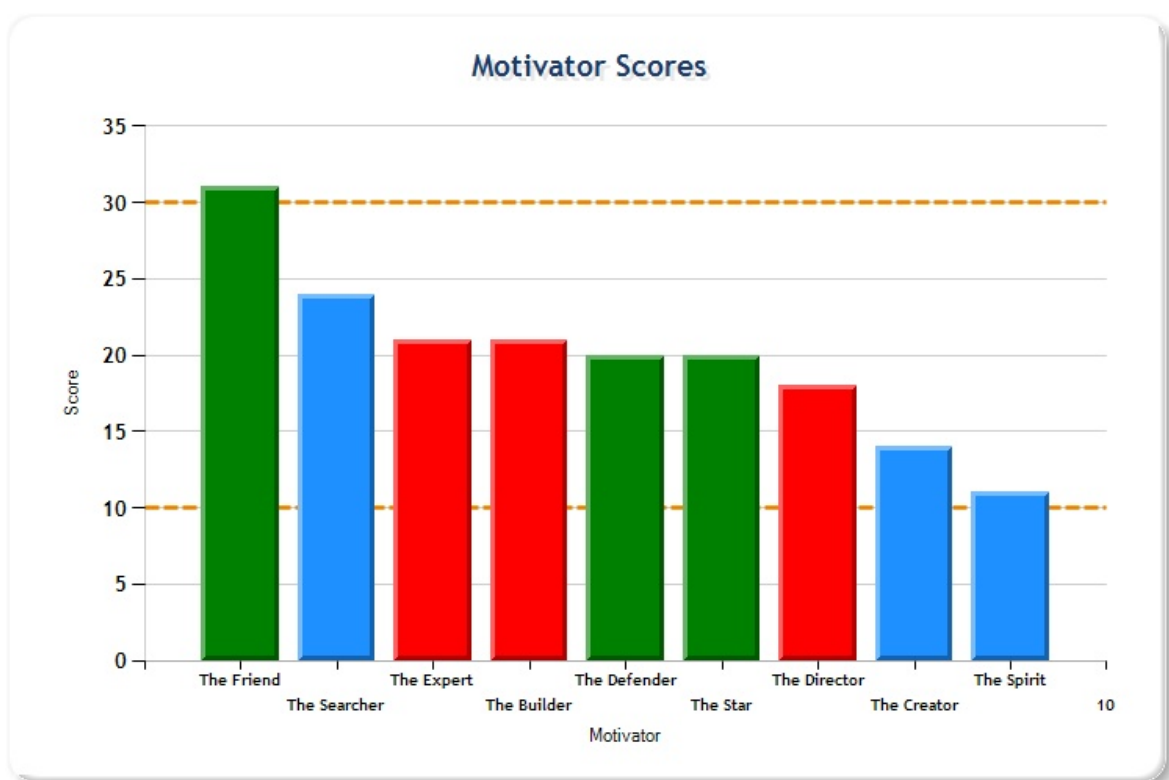
This means that your motivations primarily come from satisfying relationships and from the depth and intensity of these relationships. You are highly likely to value teamwork as a preferred way of working – it provides security, belonging and recognition that are essential. The past is important because relationship building requires time – you can more easily rely on people whom you have known a long time. With such a “relationship” focus, however, the danger for you is being caught in a cosy club where real achievement is not important, and also where everyone agrees with each other: no-one wants to rock the boat by offering a controversial opinion. Do your relationships provide too big a comfort zone? And what are you doing to develop yourself?

## Your Personal Profile

The bar chart below shows, in rank order, all of your nine motivators and the strength of your Motivators measured against each other.

- A score of 30+ is a 'spike' - an extremely strong motivator
- A score of 10 or less indicates an “inverse spike”– a weak motivator
- A score of below 5 can indicate some discomfort towards that Motivator where it is dominant in others

Bear in mind at all times: there is no 'better' or 'worse' Motivator or motivational score - only differences and fitness for purpose. Lower scores that are clustered together suggest balance; spikes suggest extremes. Fitness for purpose determines what might be better in a given situation.



## Range of Scores

The range of scores for the nine motivators provides more insight into your core motivations. The range is the difference between the highest and lowest motivational score. An average range for an individual is 8 points; however some people may have a larger range, which indicates more focus. Others may have a smaller range which indicates they are more balanced.

Your range of scores is **20** which indicates that you are extremely focused in what motivates you, and satisfying your top motivators is crucial if you are to be productive.



**Your Primary Motivator:**

## The Friend

- Belonging
- Friendship
- Fulfilling Relationships

As a Friend, your need is for belonging. You want to be part of a group with strong friendships. You like to work with others or as a team, and when change is on the horizon you want to understand how it will affect others. You like to have a good social life and loyalty and continuity are key values. You need to feel valued for who you are, and should seek opportunities to be involved with the wider community. You probably have high levels of social skills and enjoy social networking opportunities such as Facebook, MSN etc.

Here are some strategies you could use to improve or help to maintain your current levels of motivation:

**Motivation Strategies:**

## The Friend

- Find a group that you work well and have the same values as you. Find opportunities to get involved in joint activities/projects with members of this group
- Volunteer to join a group or charity which aims to help other people, school councils, student voice, youth services etc
- Join fund raising/social committees and help plan and organize social events
- Get involved with projects, events, activities and clubs inside and outside of school/college/work
- Find someone to talk to when you are feeling uncomfortable that something is different/about to change



**Your Second Motivator:**

## The Searcher

- Purpose
- Making a Difference
- Worthwhile

As a Searcher, your need is for meaning. You want to do valuable and important things that make a difference and like to be involved in activities that you believe in and that improve or make life better. You are good at identifying your own values – and looking for activities that will enable you to represent these values. The quest for meaning tends to make you insatiably curious - you want to see the bigger picture – what's it all about? You will view repetitive and routine tasks as meaningless, and this will seriously de-motivate you.

Here are some strategies you could use to improve or help to maintain your current levels of motivation:

**Motivation Strategies:**

## The Searcher

- Set yourself goals and regularly spend time looking at how you are progressing towards them
- Identify your core values and reward yourself when you consciously realise one of them
- Join fund raising committees or become a volunteer for a charity
- Use your skills and expertise to coach and mentor others
- Think about what you want in the future, where will you be in 1, 3 or 5 years' time? Put a plan in place to help you achieve it





**Your Third Motivator:**

## The Expert

- Knowledge
- Expertise
- Specialism

As an Expert, you want to be an expert at subjects that interest you. You like to know more than most people about a topic and will seek ways to learn more about your specialist area. You like to show how much you know and will study hard where you can develop your knowledge and skills. You need to seek opportunities to develop your knowledge and skills to become a specialist in your chosen area. Learning opportunities are highly motivating for you and you like to get recognition for your advanced ability or knowledge.

Here are some strategies you could use to improve or help to maintain your current levels of motivation:

**Motivation Strategies:**

## The Expert

- Use your skills and expertise to coach and mentor others
- Find opportunities to demonstrate your expertise
- Build on your skills by joining clubs, groups etc
- Find a mentor, someone you admire and trust, and is knowledgeable in the subject that interests you
- Create a plan that enables you to structure and plan the learning that you are going to need to become the expert you want to be



### Your Lowest Motivator:

## The Spirit

- Freedom
- Independence
- Making Own Decisions

Spirit is your lowest score, so you probably don't worry about making your own choices – you think team spirit is more important than being individual. You will be ultra-critical of people who 'let the team down' – especially if Friend is one of your top 3 motivators. Try to limit these feelings. Remember that even fighting armies need outriders, scouts, spies and individuals who function at the edge of the group, but who are vital to the overall success of the campaign.

### Why the lowest motivator is important

Your lowest motivational score can be very revealing. The top three scores are more exciting, but noting our lowest motivator can also give useful clues about improving our motivation and our life.

First, ask the question: is my lowest motivator causing me a problem? We sometimes call this a hygiene factor, which means that the motivator does not motivate us, but its absence can lead to de-motivation.

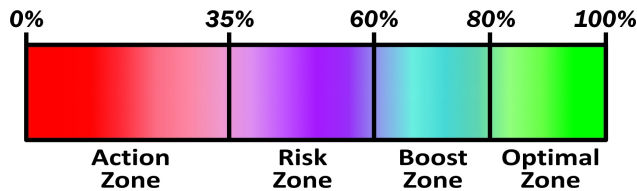
Next, does your lowest motivator affect how you feel about others. For example, if your lowest motivator is Star, and you are frequently in contact with someone whose top motivator is Star, then it is highly likely, especially in the absence of one or two shared motivators, that you will find their 'attention' seeking behaviour, as you see and define it, extremely irritating.

Fortunately, the shared language of Motivational Maps can provide an escape route from conflict, as can the development of your self-awareness as you scan your Map!

## Your Current Level Of Motivation

The Personal Motivation Audit represents the extent to which you feel your top three motivators are currently being satisfied. Whilst this score can be dependent upon specific factors affecting you during the time you completed the questionnaire, it gives you a good indication of your current levels of motivation and enables you to identify the areas you will need to focus on to improve levels of motivation.

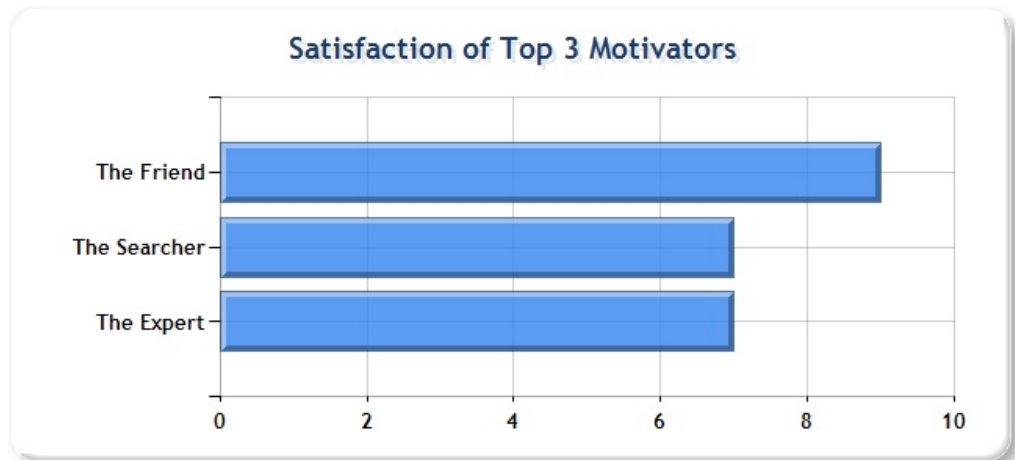
The Diagram below shows the four quadrants relating to your score in the personal motivation audit. These quadrants will help you to identify the type of action that is needed and possibly the speed of that action, to help you improve or maintain your levels of motivation.



You are currently in the **Optimal Zone of motivation**. This means that you have an optimum level of motivation and basically you are happy and well motivated, with your top 3 motivators being achieved in most areas of your life. The challenge for you is staying at and maintaining this level and continuing to be so motivated.

**This does not imply any judgement of you – be clear that motivation is independent of your personal skill set. The aim of this analysis is to support you in enhancing your motivation.**

The graph below shows, on a scale of 1 (low) to 10 (high) the extent to which your top three motivators are being achieved as follows;



## Your Motivational Action Plan

When you have had the opportunity to consider this report and/or discuss it with others, think about some actions you could take to help improve your levels of motivation. Look closely at the Motivation Strategies suggested with your top three motivators. Then, use this page to write down your goals, and some actions you are going to start taking to help improve or maintain your current levels of motivation.

My Goals

What will I do?

How will I do it?

When will I do it?

## A motivational thought...

“

*My research offers impressive evidence  
that we feel better when we attempt to  
make our world better.*

**Gail Sheehy**

”



Your Youth Motivational Map Profile

Dan Sample



Mentor Report



- *Belonging*
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## Introduction

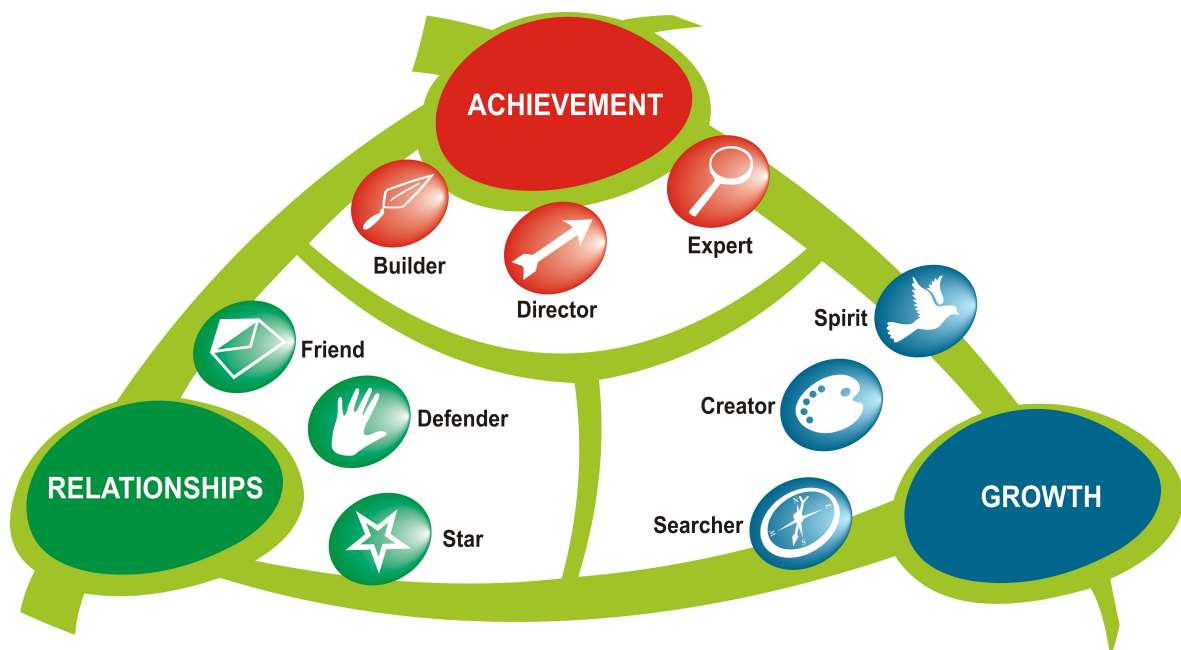
Children are born with a tremendous amount of motivation, which helps them to grow and learn. However, as children progress through childhood and into adolescence, this motivation can reduce. Motivation is a key factor in a person's success and overall happiness, so having an understanding of what motivates the young people that you come into contact with, will help you to foster motivation within them and impact on their overall success and happiness.

Motivations are not a conscious decision, but rather emerge from a person's self-concept, beliefs, expectations and personality. As with our purpose in life, we do not make up these motivations; instead, we become aware of them.

This Motivational Map Profile is based on Dan's responses to the Motivational Map Questionnaire which was completed on 28 Feb 2020.

The origins of the Youth Motivational Map are based on extensive research into human motivation using three primary sources; Abraham Maslow's hierarchy of Needs, Edgar Schein's Career Anchors and the personality profiling tool the Enneagram.

The Motivational Map comprises three cluster areas, with each of these containing three core motivations. This means that in total, there are nine core motivations.

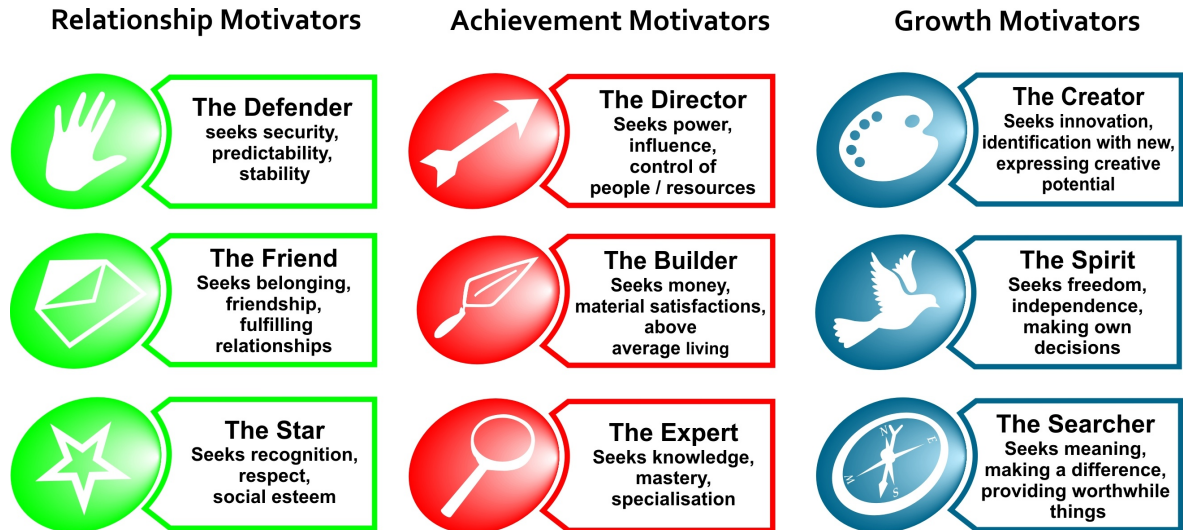


Usually three of these predominate, although sometimes this can vary - two may stand out, or more than three can emerge. Within the dominant three, there is one core Motivation –it is important to work on focusing on things and activities that will satisfy this motivation to enable a young person to be engaged and motivated. Thus it is why examining Motivations is of fundamental importance.



## The Nine Motivations

The Nine motivators sit within the three cluster groups, as shown in the diagram below:



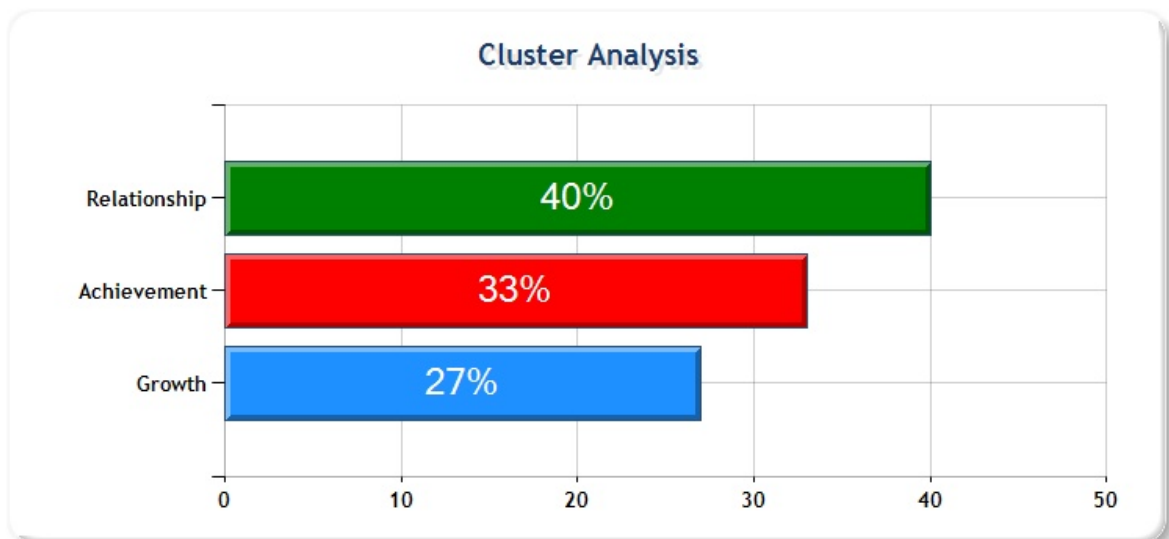
See the next page to find out Dan's motivational tendencies.

## The Summary

The Absolute Strength chart measures how important each motivator cluster is set against the other two. Looking at this chart should give you a good idea of what is really important to Dan about being motivated. If the distribution of the three colours is pretty even, then he is pretty balanced: he gets motivated through Relationships through Achievements and through personal Growth probably in equal measure.

When looking at this chart consider:

- Does one dominate?
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### Dan's Dominant Cluster is: Relationships

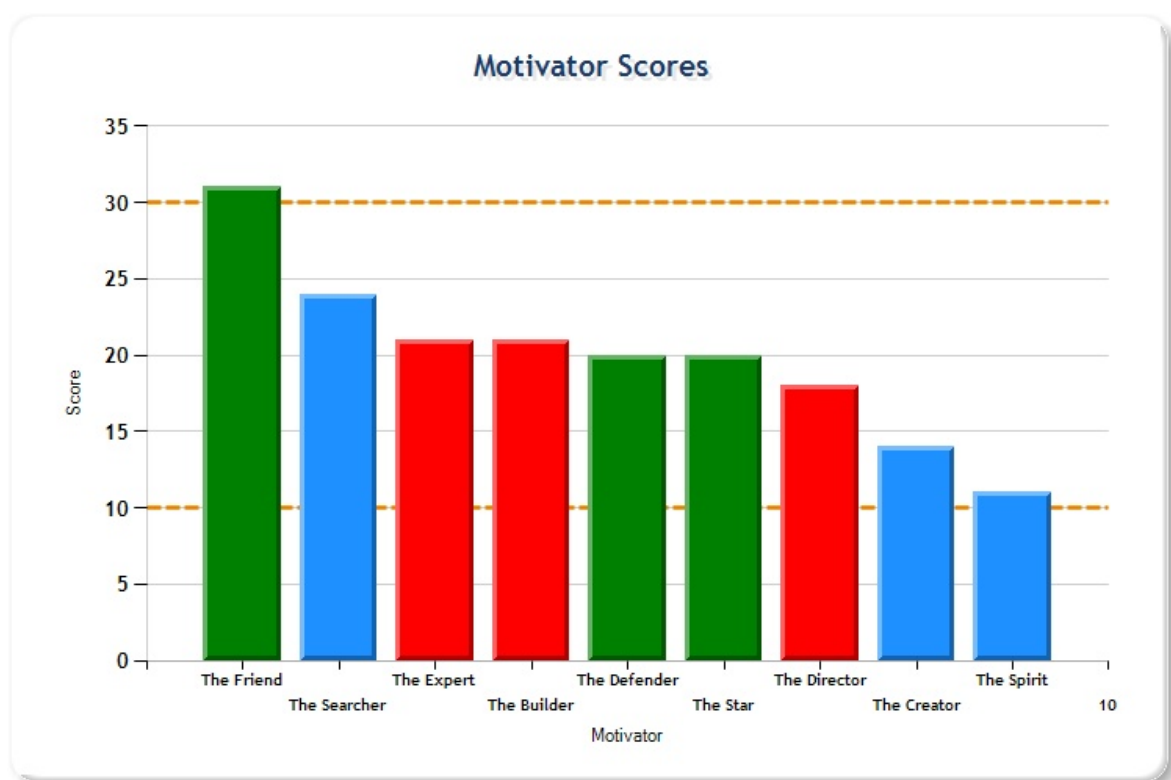
This means that Dan's motivations primarily come from satisfying relationships and from the depth and intensity of these relationships. He is highly likely to value teamwork as a preferred way of working – it provides security, belonging and recognition that are essential. The past is important because relationship building requires time – you can more easily rely on people whom you have known a long time. With such a "relationship" focus, however, the danger for Dan is being caught in a cosy club where real achievement is not important, and also where everyone agrees with each other: no-one wants to rock the boat by offering a controversial opinion.

## Personal Profile

The bar chart below shows, in rank order, all of Dan's nine motivators and the strength of his Motivators measured against each other.

- A score of 30+ is a 'spike' - an extremely strong motivator
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Bear in mind at all times: there is no 'better' or 'worse' motivator or motivational score - only differences and fitness for purpose. Lower scores that are clustered together suggest balance; spikes suggest extremes. Fitness for purpose determines what might be better in a given situation.



## Range of Scores

The range of scores for the nine motivators provides more insight into Dan's core motivations. The range is the difference between the highest and lowest motivational score. An average range for an individual is 8 points; however, some people may have a larger range, which indicates more focus. Others may have a smaller range which indicates they are more balanced.

The range of scores for Dan is **20** which indicates that Dan is extremely focused in what motivates him, and satisfying Dan's top motivators is crucial if he is to be engaged and motivated.



### Primary Motivator:

## The Friend

- Belonging
- Friendship
- Fulfilling Relationships

As a Friend, Dan's need is for belonging. He wants to be part of a group with strong friendships and likes to work with others or as a team. When change is on the horizon he will want to understand how it will affect others. Dan likes to have a good social life and loyalty and continuity are key values. He needs to feel valued for who he is, and will seek opportunities to be involved with the wider community. Dan probably has high levels of social skills and enjoys social networking opportunities such as Facebook, MSN etc.

The following ideas may help you to communicate with Dan and motivate and engage him further:

### Motivation Strategies:

## The Friend

- Today there are many electronic forms of 'social networking' – Dan is already doubtless on 'Facebook' and similar types of networking. How can you generate intranet forms of connection within the context of your involvement with Dan? Access to these will be highly motivating for him
- Think about extra-curricular clubs and societies that are available – Dan may tend to join and relish these
- Understand that Dan is essentially a team player – so activities that involve working with others is ideal for him. How can you devise your learning programme so that there are plenty of opportunities for teams and groups to collaborate together?
- Atmosphere is important to Dan – he does not like unfriendliness, moodiness or inconsistency. Dan will find it almost impossible to work or be part of a group where negative relationships are sprouting
- Dan prefers consistency, and may require additional support when change is on the horizon. Think about what additional support he/she may require during periods of change



### Second Motivator:

## The Searcher

- Purpose
- Making a Difference
- Worthwhile

As a Searcher, Dan's need is for meaning. He wants to do valuable and important things that make a difference and likes to be involved in activities that he believes in and that improves or make life better. He is good at identifying his own values – and looking for activities that will enable him to represent these values. The quest for meaning tends to make Dan insatiably curious – he wants to see the bigger picture – what's it all about? He will view repetitive and routine tasks as meaningless, and this will seriously de-motivate him.

The following ideas may help you to communicate with Dan and motivate and engage him further:

### Motivation Strategies:

## The Searcher

- Dan requires regular re-visiting of objectives and purposes to check their progress - make sure that he touches base with these so that he remains focused
- Dan can become bored quite quickly so variety is the order of the day. Provides a mix of activities and avoid repetition and routine
- Dan is very good at committing to important tasks and significant actions – therefore, repeating how important an action or activity is tends to get more buy-in from Dan
- Paper driven tasks are something that de-motivate Dan; handouts/leaflets with no clear purpose or impact are not something he would get pleasure or derive learning benefits from
- Dan needs to know that what he does makes a difference whether it is being in a group which supports or helps others or how he interacts with his friends. Provide quality feedback on how he is doing on a regular basis

**Third Motivator:**

## The Expert

- Knowledge
- Expertise
- Specialism

As an Expert, Dan wants to be an expert at subjects that interest him. He likes to know more than most people about a topic and will seek ways to learn more about his specialist area. Dan likes to show how much he knows and will study hard where he can develop his knowledge and skills. Dan needs to seek opportunities to develop his knowledge and skills to become a specialist in his chosen area. Learning opportunities are highly motivating for him and he likes to get recognition for his advanced ability or knowledge.

The following ideas may help you to communicate with Dan and motivate and engage him further:

**Motivation Strategies:**

## The Expert

- Consider working groups: often Dan is a better independent worker in the initial phases: once he has mastered the skills or knowledge, he will frequently relish the opportunity to demonstrate and share his skills with others
- Be clear about how current activities build on past experiences and prepare for future experiences, skills or knowledge acquisition
- Allow for opportunities for Dan to find other, 'better' ways of doing things- frequently he will take core knowledge and then build on it in a way which creates more understanding for him
- Allow for high levels of challenge and opportunity: once Dan is clear what is required, he will want to hit the ground running, and will not wish to be delayed or bogged down in minutiae or repetitive work; he'll need to see skills and knowledge develop rapidly
- Consider opportunities for extension of skills outside the norm: where can the skills be practiced beyond the text book environment?

**Lowest Motivator:**

## The Spirit

- Freedom
- Independance
- Making Own Decisions

Spirit is Dan's lowest score, so he probably doesn't worry about making his own choices – he thinks team spirit is more important than being individual. With Searcher as Dan's lowest motivator, providing opportunities for him to make his own decisions, increasing choices and enabling him to allocate his own time is unlikely to motivate Dan.

### Why the lowest motivator is important

The lowest motivational score can be very revealing. The top three scores are more exciting, but noting the lowest motivator can also give useful clues about improving motivation and engagement.

First, ask the question: is the lowest motivator causing a problem? We sometimes call this a hygiene factor, which means that the motivator does not motivate, but its absence can lead to de-motivation.

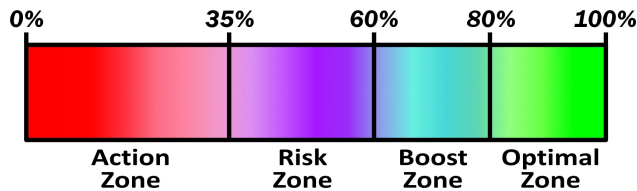
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Fortunately, the shared language of Motivational Maps can provide an escape route from conflict, as can the development of your self awareness as you scan Dans map.

## Current Level Of Motivation

The Personal Motivation Audit represents the extent to which Dan feels his top three motivators are currently being satisfied. Whilst this score can be dependent upon specific factors affecting Dan during the time he completed the questionnaire, it gives you a good indication of his current levels of motivation and enables you to identify the areas you will need to focus on to improve Dan’s levels of motivation.

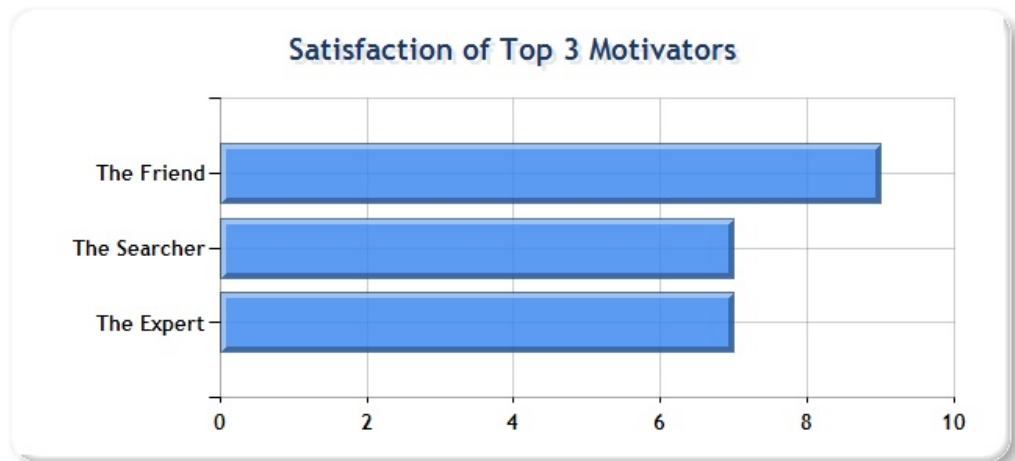
The diagram below shows the four quadrants relating to the personal motivation audit. These quadrants will help you to identify the type of action that is needed and possibly the speed of that action, to help you assist Dan in improving or maintaining his levels of motivation.



Dan is currently 82% motivated and in the **Optimal Zone of motivation**. This means that he has a high level of motivation and basically he is happy and well motivated, with his top 3 motivators being achieved in most areas of life. The challenge for Dan is staying at and maintaining this level and continuing to be so motivated.

**This does not imply any judgement of Dan – be clear that motivation is independent of a personal skill set.**

The graph below shows, on a scale of 1 (low) to 10 (high) the extent to which Dan's top three motivators are being achieved;





## Your Motivational Action Plan

When you have had the opportunity to consider this report and discuss it with Dan, think about some actions you could take to help Dan improve or maintain his current levels of motivation and engagement. Use this page to write down your goals and objectives, and some actions you are going to start taking to help Dan.

My Goals

What will I do?

How will I do it?

When will I do it?

## A motivational thought...

“

*Generosity gives rise to a creative mind.*

***Dalai Lama***

”



Your Youth Motivational Map Profile

Dan Sample

Parent/Guardian Report

- *Belonging*
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28 February 2020  
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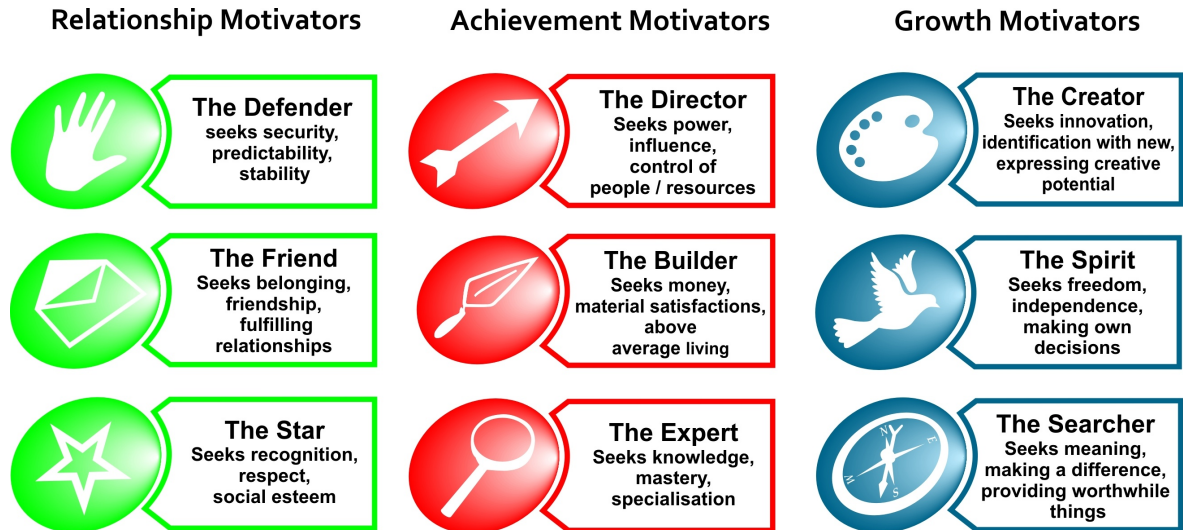
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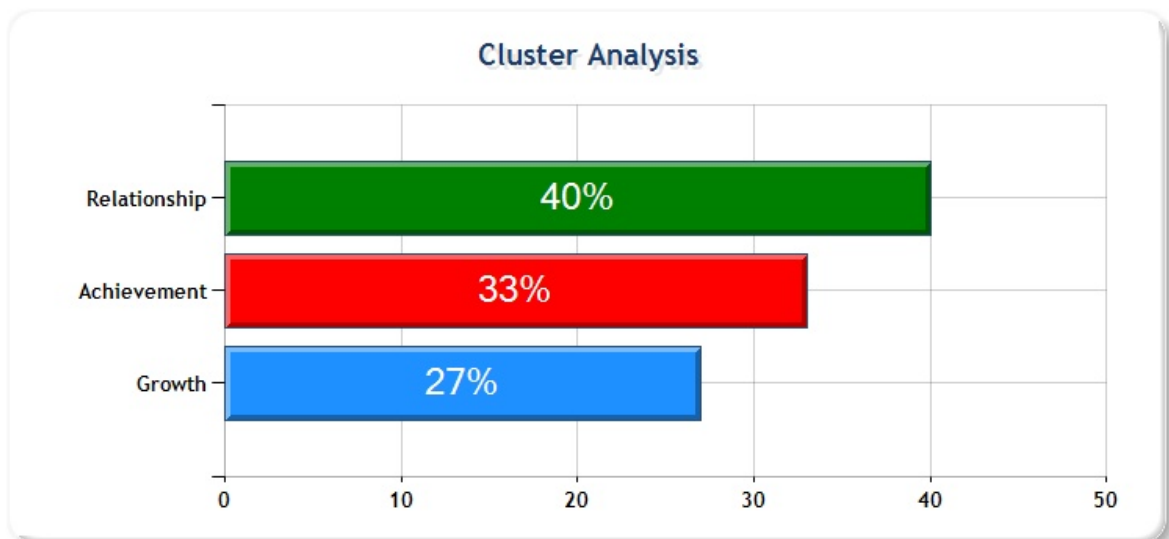
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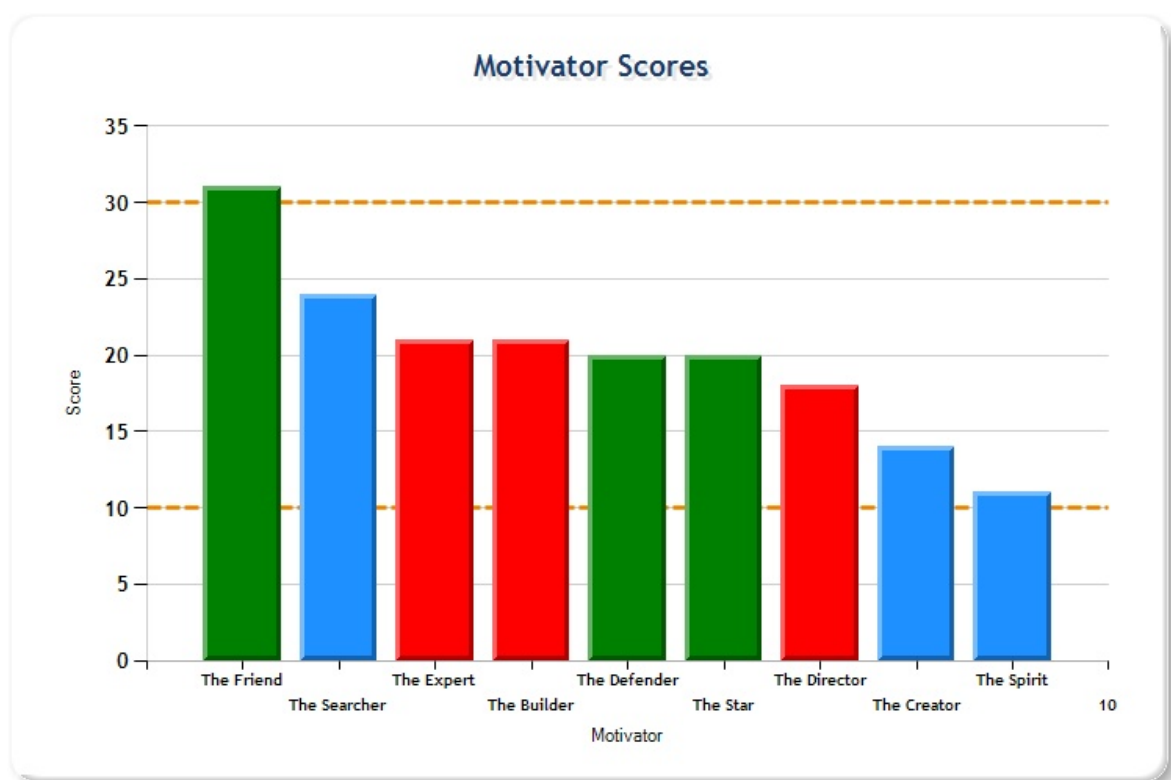
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**Primary Motivator:**

## The Friend

- Belonging
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- Fulfilling Relationships

As a Friend, Dan's need is for belonging. He wants to be part of a group with strong friendships and likes to work with others or as a team. When change is on the horizon he will want to understand how it will affect others. Dan likes to have a good social life and loyalty and continuity are key values. He needs to feel valued for who he is, and will seek opportunities to be involved with the wider community. Dan probably has high levels of social skills and enjoys social networking opportunities such as Facebook, MSN etc.

The following ideas may help you to communicate with Dan and motivate and engage him further:

**Motivation Strategies:**

## The Friend

- Support Dan when times get tough – he is being criticised or has done something wrong. If Dan knows you accept he may be wrong but is there to help him anyway he will emerge wanting very much to please you
- Dan likes social events and parties. Why not incentivise him with them? If Dan can achieve certain goals or complete work on time, he gets to go to the party or whatever
- Dan likes to feel involved and to be listened to carefully. Frequently ask him what he thinks and ask him how he feels about certain situations and challenges that are looming
- Try to generate more fun and collaboration at home, in this way you become involved with Dan, which is highly motivating for him
- As well as attending social events, Dan likes to be involved in organising social events. Support him/her in volunteering or becoming involved with a social group or organising family social events



### Second Motivator:

## The Searcher

- Purpose
- Making a Difference
- Worthwhile

As a Searcher, Dan's need is for meaning. He wants to do valuable and important things that make a difference and likes to be involved in activities that he believes in and that improves or make life better. He is good at identifying his own values – and looking for activities that will enable him to represent these values. The quest for meaning tends to make Dan insatiably curious – he wants to see the bigger picture – what's it all about? He will view repetitive and routine tasks as meaningless, and this will seriously de-motivate him.

The following ideas may help you to communicate with Dan and motivate and engage him further:

### Motivation Strategies:

## The Searcher

- Dan is not generally very well organized, supporting him with his planning, making sure that he has completed his homework/work and that he has the resources is something that would really benefit Dan
- Dan tends to like bright organised areas to work in; he thinks more clearly and therefore is more effective. This may help him to stay on task. Dan tends to flit from one thing to another, finishing things off can be very difficult for him, as he pushes to the limits - and Dan is easily distracted
- Make sure that repetitive tasks are kept to a minimum. If they are ones that have to be completed on a regular basis, try to make them fun and vary them if you can
- Listen to Dan: his thoughts are very important to him and he will appreciate being attentively listened to; it really motivates him. Effective feedback is just as important as listening; he likes to know if what he is doing is valuable, or, if not, how he can change it to improve
- As a Searcher Dan really wants to make a difference, discuss with him how what he does affects others around him

**Third Motivator:**

## The Expert

- Knowledge
- Expertise
- Specialism

As an Expert, Dan wants to be an expert at subjects that interest him. He likes to know more than most people about a topic and will seek ways to learn more about his specialist area. Dan likes to show how much he knows and will study hard where he can develop his knowledge and skills. Dan needs to seek opportunities to develop his knowledge and skills to become a specialist in his chosen area. Learning opportunities are highly motivating for him and he likes to get recognition for his advanced ability or knowledge.

The following ideas may help you to communicate with Dan and motivate and engage him further:

**Motivation Strategies:**

## The Expert

- Sometimes you may know someone (including yourself) who is particularly good in the very subject that Dan wishes to become proficient in – can you ask them to act as a coach/mentor for Dan? Experts love to be coached
- Dan wants to know at some level, ‘How do I know this will help me become an expert?’ he wants to learn more. Therefore, constantly suggest that the activity you are proposing will make him an expert, will make Dan stand out from others
- Encourage Dan to create his own learning plan – how he ‘s going to know more about the subject? What is he going to read, when?
- Reward Dan for learning achievements, and make some of the rewards opportunities for further learning – a book, a podcast, a DVD etc. on the topic of interest to him. If possible, allow internet access for learning – encourage Dan to search for information
- Ask Dan to tell you about the subject – Experts love to tell others about their expertise – be a good listener

**Lowest Motivator:**

## The Spirit

- Freedom
- Independance
- Making Own Decisions

Spirit is Dan's lowest score, so he probably doesn't worry about making his own choices – he thinks team spirit is more important than being individual. With Searcher as Dan's lowest motivator, providing opportunities for him to make his own decisions, increasing choices and enabling him to allocate his own time is unlikely to motivate Dan.

### Why the lowest motivator is important

The lowest motivational score can be very revealing. The top three scores are more exciting, but noting the lowest motivator can also give useful clues about improving motivation and engagement.

First, ask the question: is the lowest motivator causing a problem? We sometimes call this a hygiene factor, which means that the motivator does not motivate, but its absence can lead to de-motivation.

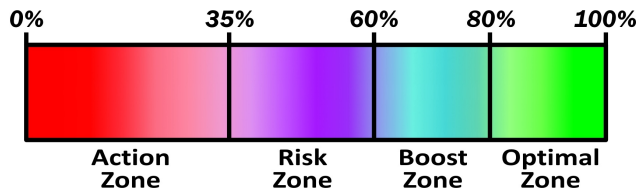
Next, does the lowest motivator affect how Dan may feel about others. For example, if one persons lowest motivator is Star, and they are frequently in contact with someone whose top motivator is Star, then it is highly likely, especially in the absence of one or two shared motivators, that they will find the 'attention' seeking behaviour of Star, as they see and define it, extremely irritating.

Fortunately, the shared language of Motivational Maps can provide an escape route from conflict, as can the development of your self awareness as you scan Dans map.

## Current Level Of Motivation

The Personal Motivation Audit represents the extent to which Dan feels his top three motivators are currently being satisfied. Whilst this score can be dependent upon specific factors affecting Dan during the time he completed the questionnaire, it gives you a good indication of his current levels of motivation and enables you to identify the areas you will need to focus on to improve Dan’s levels of motivation.

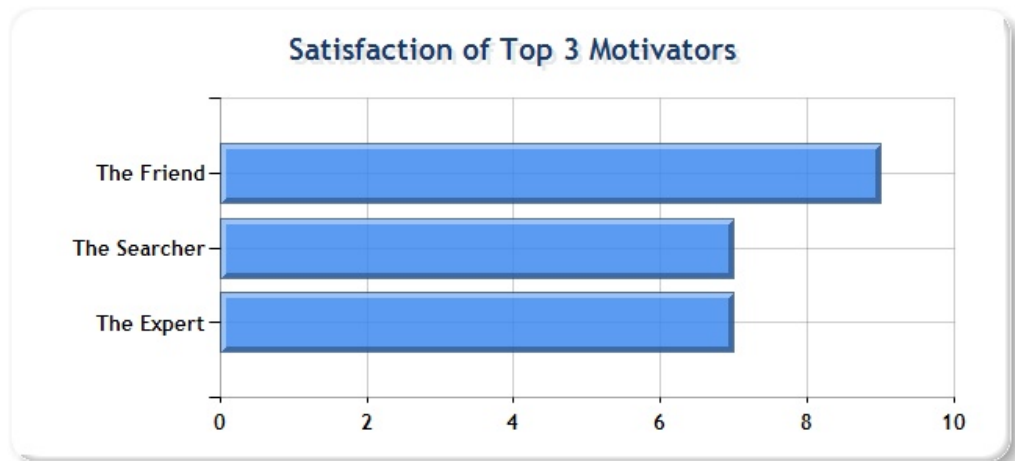
The diagram below shows the four quadrants relating to the personal motivation audit. These quadrants will help you to identify the type of action that is needed and possibly the speed of that action, to help you assist Dan in improving or maintaining his levels of motivation.



Dan is currently in the **Optimal Zone of motivation**. This means that he has a high level of motivation and basically he is happy and well motivated, with his top 3 motivators being achieved in most areas of life. The challenge for Dan is staying at and maintaining this level and continuing to be so motivated.

**This does not imply any judgement of Dan – be clear that motivation is independent of a personal skill set.**

The graph below shows, on a scale of 1 (low) to 10 (high) the extent to which Dan's top three motivators are being achieved;



## Your Motivational Action Plan

When you have had the opportunity to consider this report and discuss it with Dan, think about some actions you could take to help Dan improve or maintain his current levels of motivation and engagement. Use this page to write down your goals and objectives, and some actions you are going to start taking to help Dan.

My Goals

What will I do?

How will I do it?

When will I do it?

## A motivational thought...

“

*The journey of a thousand miles begins  
with one step.*

**Lao Tzu**

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