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Mentor Report

Security ■ Knowledge ■ Belonging

24 April 2017





Introduction to MOTIVATIONAL MAPS®

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 children that you come into contact with, will help you to foster motivation within themselves and impact on their overall success and happiness.

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 make up these motivations; instead, we become aware of them.

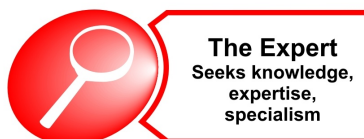
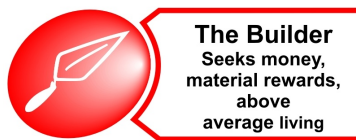
There are nine Motivations, within 3 cluster groups. Usually three motivators will be stronger in a person than the other six. Within the top three, there is one core Motivation - it is important to identify a child's Motivations and to help them to work over and over again at getting more of them in the things that they do.

There are nine motivators as detailed below:

Relationship Motivators



Achievement Motivators



Growth Motivators



Now see the next page to see what Leon's motivators are!



Leon displays the Defender as his top motivator, which means he has a need for security and wants to believe that what he does contributes to a solid and predictable future. It is worth considering the following when working with Leon:

- Understand that Leon likes to know where he is and exactly what he needs to do. This is the pupil for whom all the National Curriculum lesson planning may be relevant! In short, informing the Defender of your expectations, of lesson plans and objectives, and also of intended outcomes, will inevitably get the best from him.
- Thus, following on from above – tell Leon, certainly; but also remember to publish plans in as many ways as possible – on the classroom walls, and on the computers too.
- Regularly brief Leon on his progress – often teaching can seem to be chaotic and learning is often for many pupils non-linear. However, a true Defender likes their learning in highly structured 'bytes' – and by briefing them about these bytes and their progress, you will get the best from him. Emphasize team and class values within the group – Defenders like Leon tend to be loyal and to identify with the team. So developing projects that require teamwork is good, as is praising him for their contributions and commitment.
- Defenders like clear roles – so whether it be as prefect, football captain, or any other responsibility within the class or school, always ensure that he is properly briefed and the role is clearly defined.
- Allow Leon to experience his own planning within the classroom – working perhaps on some project – on his own or with others - which requires detailed preparation. Leon likes this, tends to be good at it, and it will motivate him. Some pupils like working on their own with minimal supervision and interaction; Leon requires – to be at his best – some personal attention. Think about how you can input him – perhaps small interventions on a regular basis.
- Importantly, Leon likes routine – and that can mean repetitive tasks: for example, he has got the hang of how to do simultaneous equations – don't move on immediately, let him have plenty of opportunities to do loads more equations, and get them right.
- Finally, Leon will probably – depending on their complete profile – most likely and easily work with: the Friend, the Star, the Expert and possibly the Director. The Creator may prove more difficult unless this too is in Leon's top three profile.

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The following comments have been noted in the parent/guardian report, but are as relevant to your work with Leon :

Leon features the Defender as one of his top three motivators. The following ideas may help you to communicate with him and motivate him further in their education.

- As a Defender Leon likes to be regularly and fully informed of what is going on. Telling him once about some change is usually not sufficient to get him to 'buy' the idea or to reassure him. Try to inform him at least three times – try to show Leon, tell him, and let him also 'touch' the same idea – for example, a letter arrives with information from the school about exams or some other topic: tell him what it says, let him handle the letter, and then pin it on the fridge with a magnet so that it is on display. Repetition is crucial for Leon.
- Create regular times in the week or day for updates – effectively briefings – in which he is kept informed of progress. Leon likes routines.
- Acknowledge Leon's loyalty and persistence. Instill family values and effectively team spirit in him – this goes a long way to motivating him.
- Within the household be clear about everyone's respective roles and responsibilities. Leon tends to like and prefer order and clarity. This sort of environment is motivating. You may or may not yourself be more spontaneous and chaotic – bear in mind the needs of Leon.
- Plan things as a family – including homework and study times. Publish the plans – put them somewhere highly visible. Planning actively de-stresses Leon, which means he can be far more effective in his studies.
- Really take a personal interest in Leon – he finds this reassuring, and this motivates him more. In practical terms, then, ask him how his school work is going – and listen to the answer, encourage him, plan further progress.
- Establish how much routine Leon likes – Defenders usually like a significant amount, although this may vary depending on the strength of their second and third motivators. But remember, Defenders like predictability, so regular time for work, for meals, for bed tend to have a positive effect on Leon's motivation.

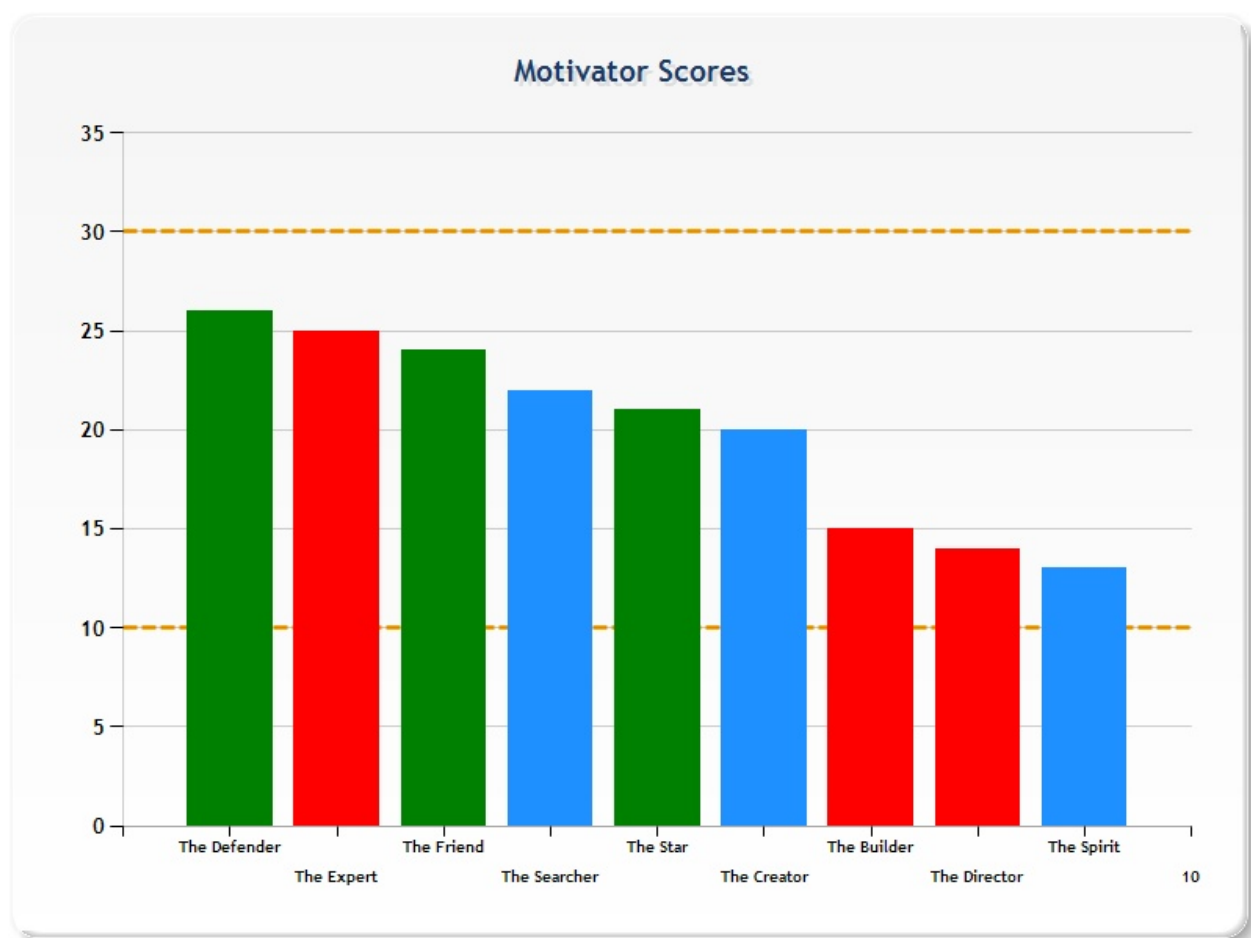


Motivational Maps® Strength of Motivators

The Bar Chart below shows Leon 's individual score for each of the nine motivators and the strength of each of the motivators measured against each other.

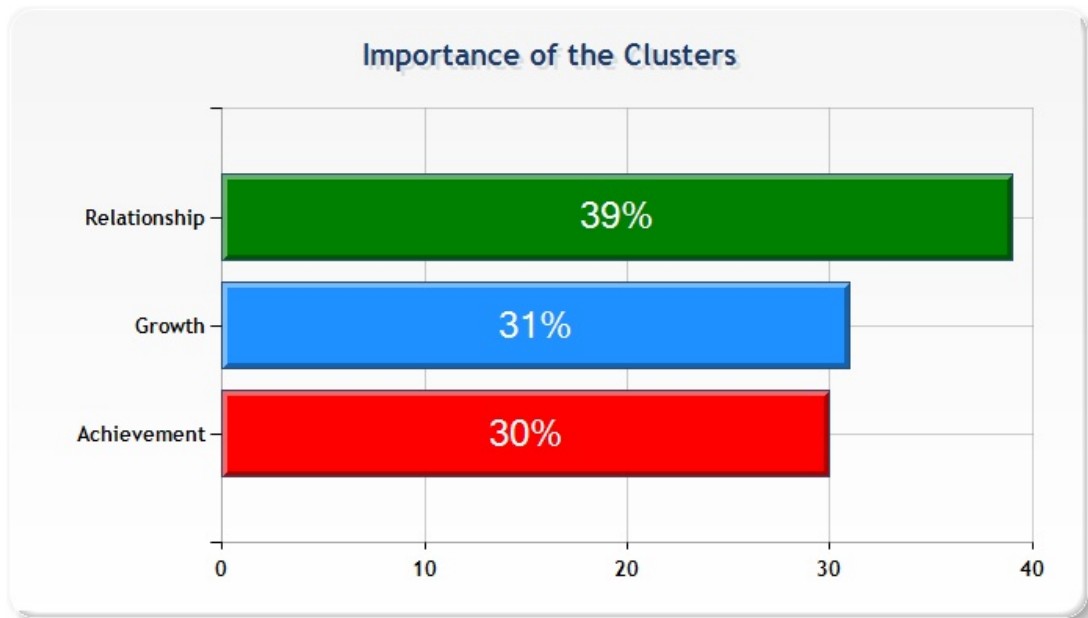
- A score of 30 or more is a 'spike' - and an extremely strong motivator.
- A score of 10 or less indicates a weak motivator.
- A score of below 5 can indicate that this would frustrate you if others around you valued this as a motivator.

Bear in mind at all times: there is no 'better' or 'worse' motivator or motivational score - only differences



Cluster Dominance

The graph below measures how important each of the three cluster areas is, measured against the other two. If the 3 colours are even in the chart, then Leon is fairly balanced: he gets motivated through relationships, through achievements, and through achieving his goals, probably in equal measure.



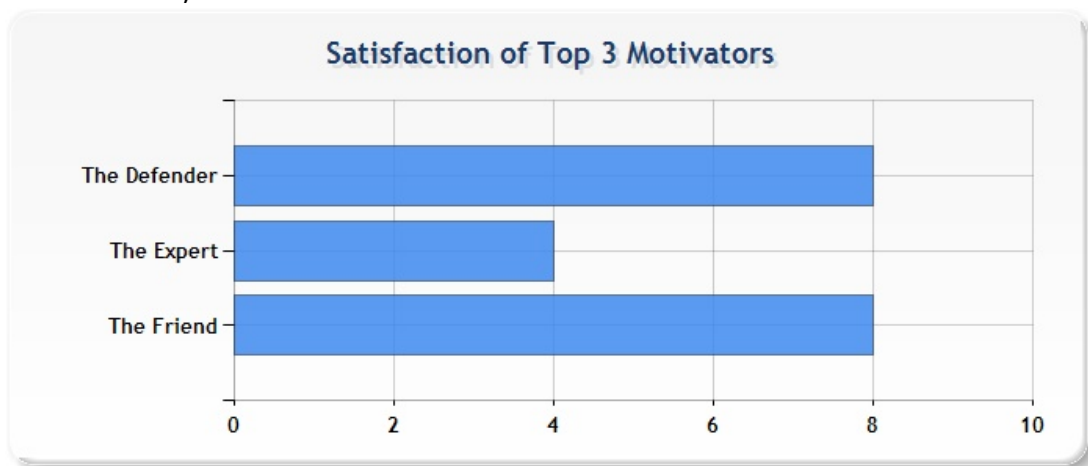
Personal Motivation

Leon is currently 72% motivated in aspects of His life, meaning that He is generally happy and motivated, but some aspects need reviewing or tweaking.



This score does not imply any judgement of Leon - be clear that motivation is independent of a personal skill set.

The Motivational Score is a snap shot of how a person feels their top 3 motivators are currently being satisfied. On a scale of 1 (low) to 10 (high) Leon's top three motivators are being achieved as follows;



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A final thought...

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*Our attitude towards others determines their attitude
towards us!*

Earl Nightingale

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