



Your Youth Motivational Map Profile

Example Report

Individual Report

Innovative ■ Freedom ■ Recognition

28 April 2020
home





Your most important Motivator is **'The Creator'**
this means:

You want to	You like to	You need to
Focus on creating something new	Be recognised for what you produce	Feel the 'buzz' in your work
Solve problems	Be original in your work	Get credit for what you do
Be positive and play	Break barriers	Sometimes work on your own or in small groups

Your 2nd motivator is



The Spirit
Seeks freedom, independence,
making own decisions

Your 3rd motivator is



The Star
Seeks recognition, respect,
social esteem

Your lowest motivator is

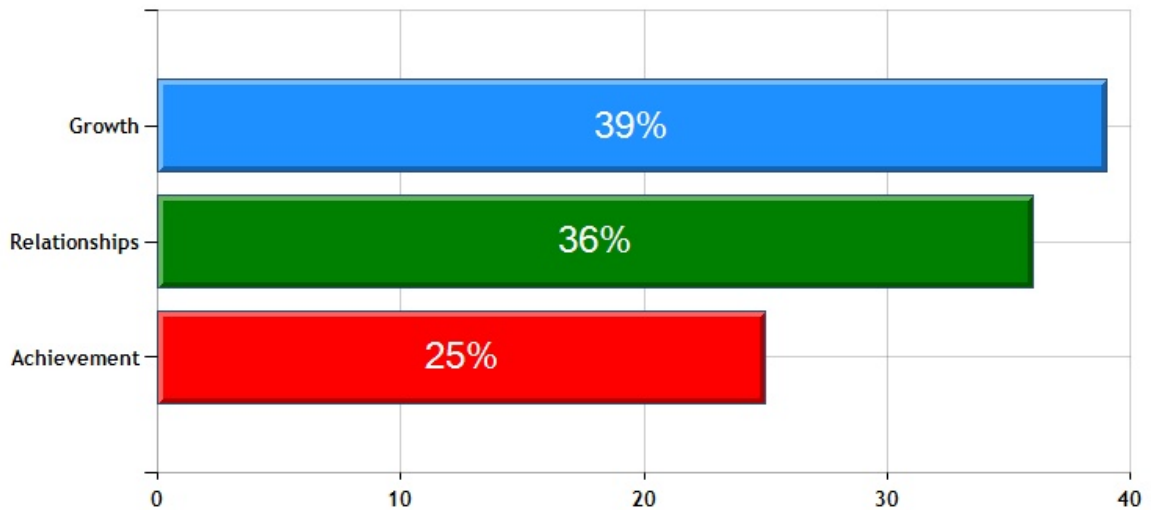


The Director
Seeks power, positions of authority,
control of people / resources

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 you are fairly balanced: you get motivated through relationships, through achievements, and through achieving your goals, probably in equal measure.

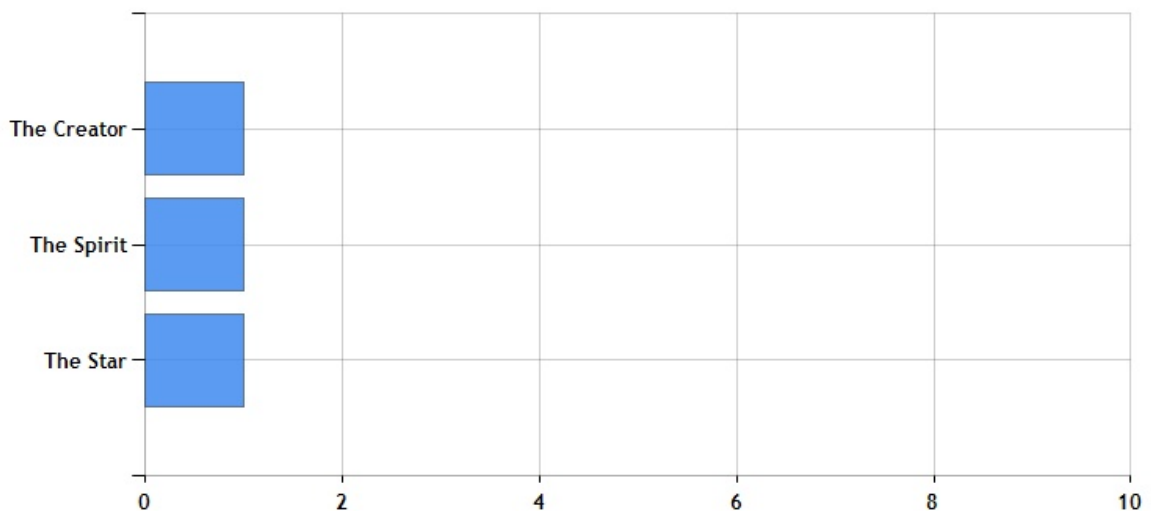
Importance of the Clusters



Personal Motivation

The graph below shows a snap shot of how you feel your top 3 motivators are currently being satisfied on a scale of 1 (low) to 10 (high).

Satisfaction of Top 3 Motivators

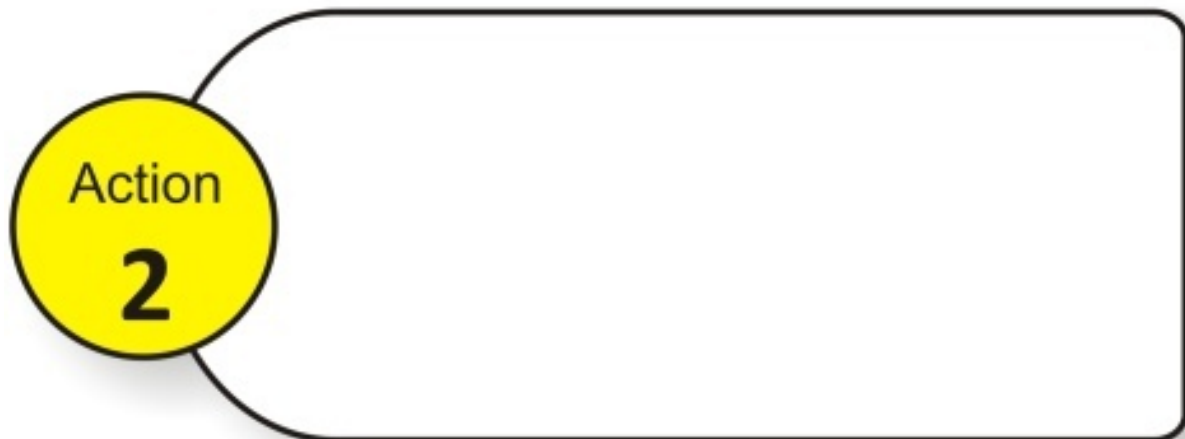


Personal Goals

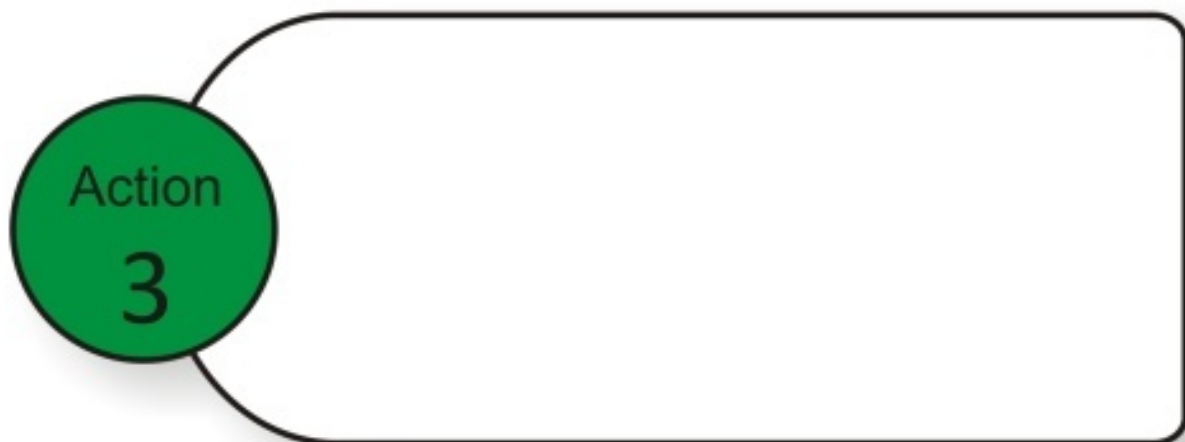
When you have had the opportunity to consider this report and/or discuss it with others, think about some actions you could take to help improve your levels of motivation.



A red circular icon containing the text "Action 1" is connected to a large, empty, rounded rectangular box for writing.



A yellow circular icon containing the text "Action 2" is connected to a large, empty, rounded rectangular box for writing.



A green circular icon containing the text "Action 3" is connected to a large, empty, rounded rectangular box for writing.

A final thought...

“

All around you, people will be tiptoeing through life, just to arrive at death safely. But dear children, do not tiptoe. Run, hop, skip or dance, just don't tiptoe.

Shane Claiborne

”



Example Report

Parent/Guardian Report

Innovative ■ Freedom ■ Recognition

28 April 2020
home



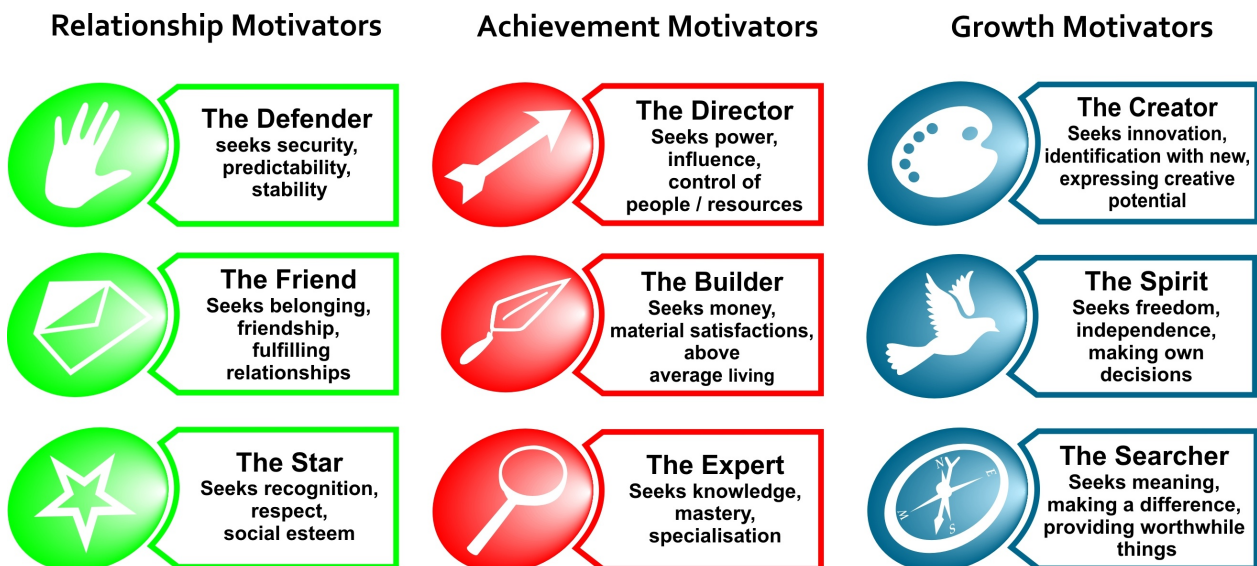
Introduction to MOTIVATIONAL MAPS®

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:



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



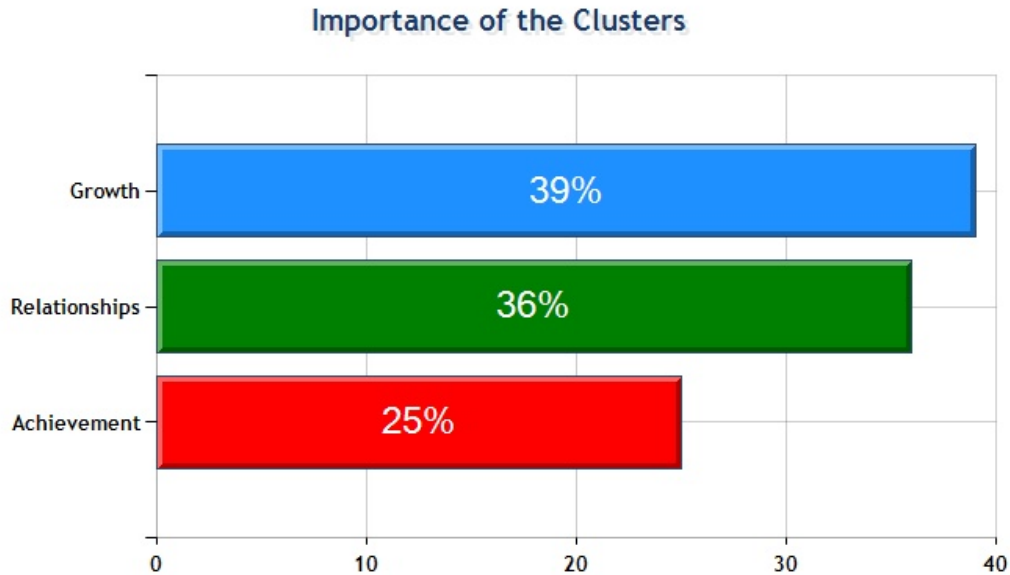
Example features the Creator as one of her top three motivators. The following ideas may help you to communicate with her and motivate Example further in her education.

- Encourage Example to be creative – to come up with new and unusual ideas; encouragement can also mean rewarding her for it.
- Example will like a 'creative' environment – think of colours, comfort, natural lighting, greenery – plants, rhythm – music.
- Brainstorm ideas with Example. Ensure you put Example's name on anything you produce together.
- Give Example plenty of variety – she tends not to like too much routine.
- Set Example challenging tasks or goals that require ingenious or clever solutions. Allow Example to use the Internet to discover, research and assemble fresh solutions to problems
- Encourage Example to play challenging games and solve puzzles



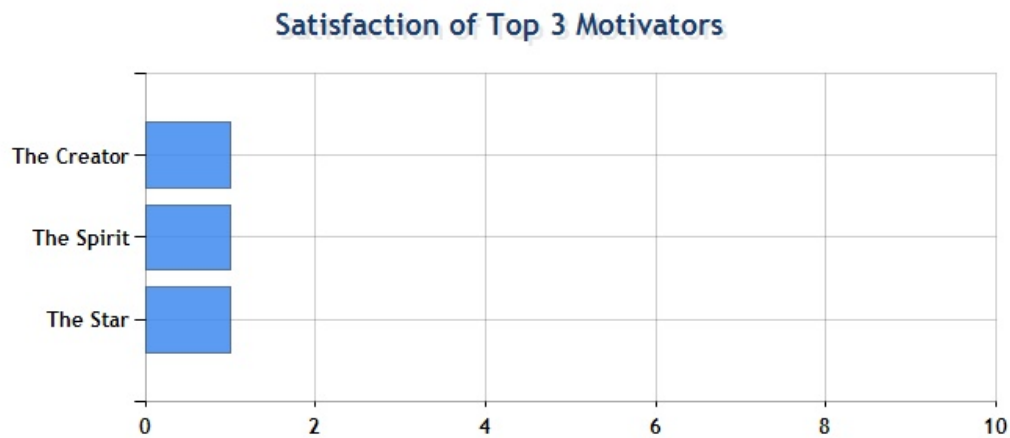
Cluster Dominance

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 Example is fairly balanced: she gets motivated through relationships, through achievements, and through achieving their goals, probably in equal measure.



Personal Motivation

The chart below shows a snap shot of how Example feels her top 3 motivators are currently being satisfied. On a scale of 1 (low) to 10 (high), her top 3 motivators are being achieved as follows:



A final thought...

“

*Before you tell your life what you intend to do with it, you
have to listen to your life telling you who you are.*

Parker Palmer

”

Example Report

Mentor Report

Innovative ■ Freedom ■ Recognition

28 April 2020
home



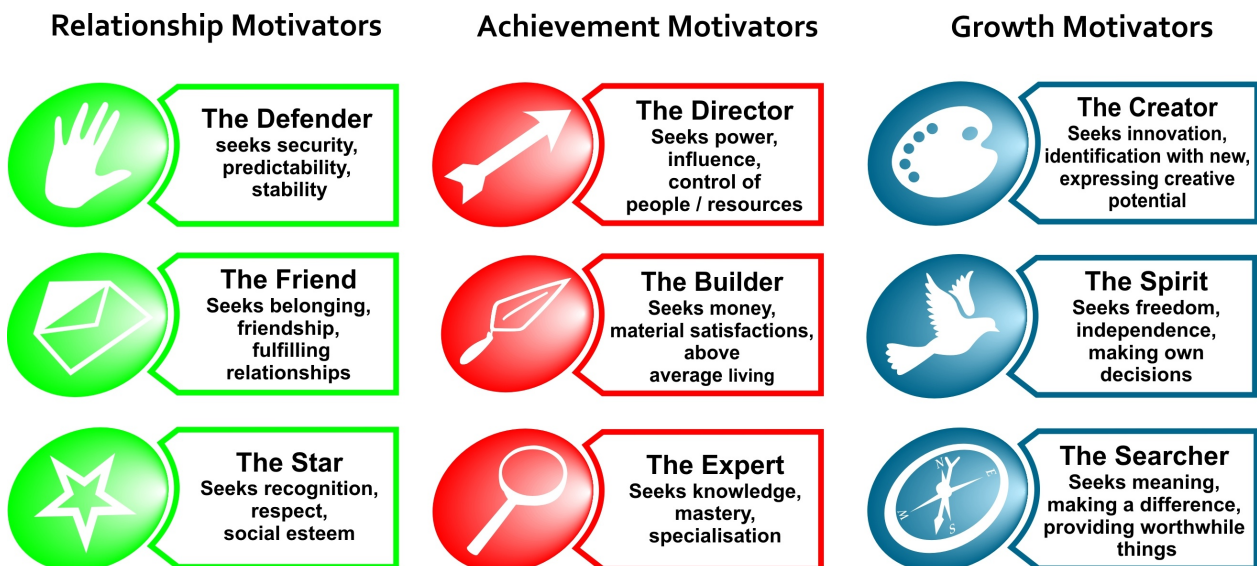
Introduction to MOTIVATIONAL MAPS®

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:



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



Example displays the Creator as her top motivator, which means she seeks to be original, and has the ability and desire to be creative. It is worth considering the following when working with Example:

- If working in a group Example is a good person to set a challenge, she likes to come up with answers, sometimes though these can be a little outlandish. It might be worth making sure that someone with a Searcher high in their profile is in the same group.
- Whilst someone like Example with high scoring Creator within her profile may exceed at artistic subjects such as Drama and Art, she is also very skilled at lateral thinking, make sure that she is mentally challenged.
- Use of colour is motivating for Example, as are flow charts and diagrams, limiting the use of these within her work may hold back her creative thoughts.
- Remember that the Creator, especially where there is another self motivator in the top 3, is high risk. This means Example is prepared to stretch herself: physically, emotionally and mentally. So challenge is the order of the day: Example is prepared to take risks to find solutions.
- Also be aware that whilst creativity can sometimes seem a miraculous gift – with solutions sometimes appearing to come out of thin air, creativity is only possible built on a strong, initial foundation of learning. Thus, short, highly structured input as a prelude to creative insights and solutions can be extremely valuable.
- The need to avoid boredom for Example is extremely important, so consider how activities can be broken up, with a mix of activities required to achieve the end result.
- If working in a group Example will prefer to work with different people so that things are not too predictable.

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

Example features the Creator as one of her top three motivators. The following ideas may help you to communicate with her and motivate Example further in her education.

- Encourage Example to be creative – to come up with new and unusual ideas; encouragement can also mean rewarding her for it.
- Example will like a 'creative' environment – think of colours, comfort, natural lighting, greenery – plants, rhythm – music.
- Brainstorm ideas with Example. Ensure you put Example's name on anything you produce together.
- Give Example plenty of variety – she tends not to like too much routine.
- Set Example challenging tasks or goals that require ingenious or clever solutions. Allow Example to use the Internet to discover, research and assemble fresh solutions to problems
- Encourage Example to play challenging games and solve puzzles

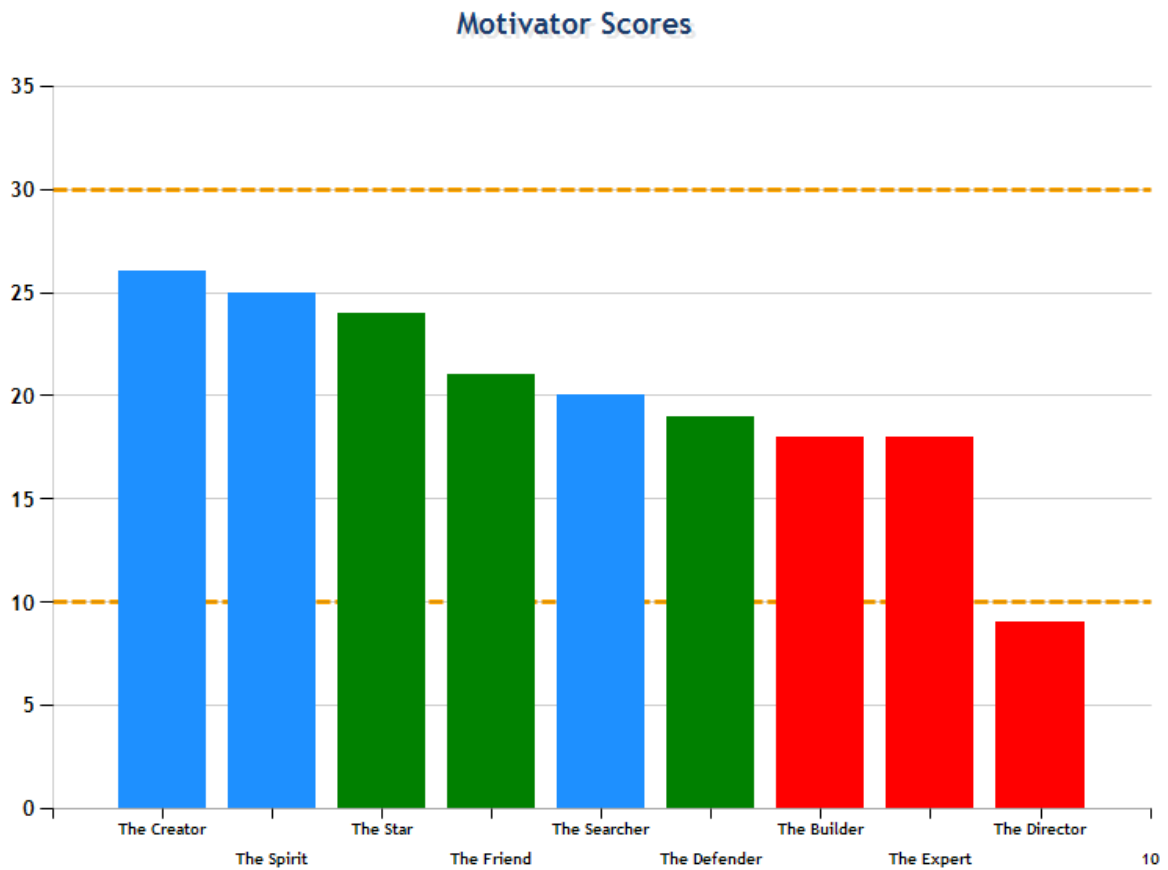


Motivational Maps® Strength of Motivators

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

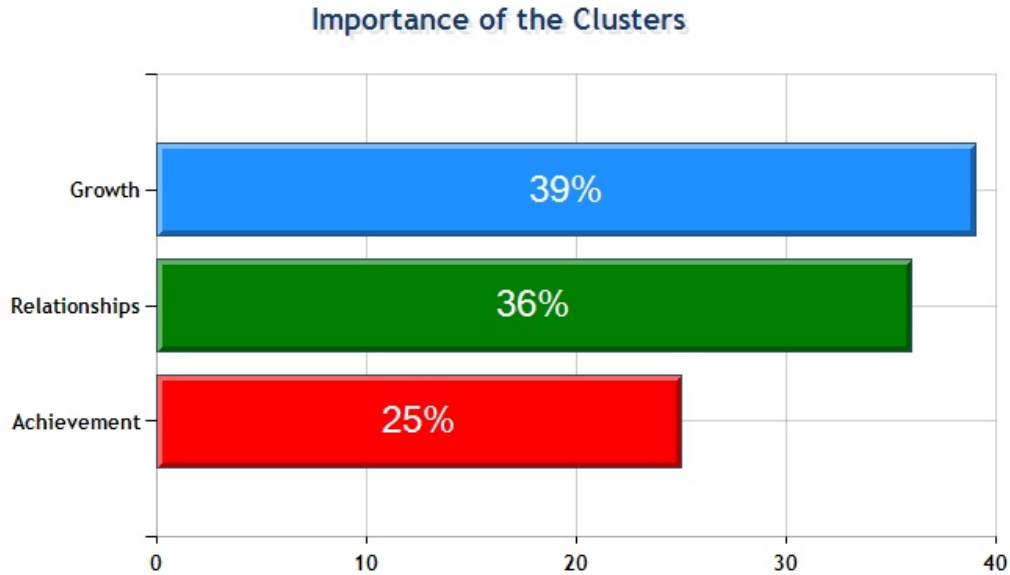
- A score of 30 or more is a 'spike' - and an extremely strong motivator.
- A score of 10 or less indicates a weak motivator.
- A score of below 5 can indicate that this would frustrate you if others around you valued this as a motivator.

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 Example is fairly balanced: she gets motivated through relationships, through achievements, and through achieving her goals, probably in equal measure.



Personal Motivation

is currently 10% motivated in aspects of Her life, meaning that her top motivators are not being satisfied which is resulting in serious demotivation and could have potential effects on her health and wellbeing.



This score does not imply any judgement of Example - 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) Example's top three motivators are being achieved as follows;



A final thought...

“

Ability is what you're capable of doing. Motivation determines what you do. Attitude determines how well you do it

Raymond Chandler

”