

Case Studies: Coaching through Motivations

To follow are case studies where Motivational Mapping of Youth has assisted them in:

- Returning to school with hope
- Finding purpose in education
- Holding constructive, non-emoive discussions with staff
- Seeing positive in their preferred style
- Taking action to improve their wellbeing



Jane, Year 11, Disillusioned with school

Jane has always had good attendance and generally conforms to school requirements, however she has been struggling with the confines and limitations of her education for many years. She was disillusioned with school when she undertook her assessment.

Spirit Freedom

Director Power

Builder Wealth

Evidence from her report demonstrated that Jane was very comfortable with her sense of **Freedom** and seems to find opportunities for this in her life and schooling. She was however feeling a lack of situations she could **Influence**, express her voice or manage her activities. Additionally, she had a strong need for **financial independence** to set her for immediate and longer-term success. Through coaching, she was able to structure and action a goal to obtain a part-time job supporting her need for wealth and power which in turn alleviated her feeling of lack of influence in the school setting.

Luke, Year 10, Facing social anxiety & change

Luke is a good student, focusing on what needs to be done and being a positive school member, however he has had several issues in with peers and was contemplating changing to a new school as a result of these challenges when he undertook his assessment.

Expert Knowledge

Friend Connection

Searcher Purpose

Luke's results highlighted a feeling of thriving in terms of clear **Purpose** in his life – a creative person he was involved in drama and art, yet there was still a need to provide more structure for him to obtain **Knowledge** and **Companionship** if he changed schools. Through discussion he was able to articulate the impact of negative peer interactions leading to his decision to change and so anticipated a sense of loss around insight into daily learning expectations at his new school in senior years. He also established clear actions around social groups in and outside of school. As a result, Luke was able to approach this time with more confidence, thriving in his new environment.

Cindy, Year 10, Living away from home & feeling isolated

Cindy is a dedicated person, energised by her family yet living away from her home in the NT. She was seeking connection to her time away from those she cared for and a reason for her schooling to help her during this time of uncertainty.

Spirit Freedom

Searcher Purpose

Defender Security

Whilst comfortable with the **Freedom** of the boarding environment, Cindy missed her family and felt quite alone in her life. Her results reinforced her need for **Stability** and security in her life, the change had impacted her yet she recognised a clear **Purpose** to improve her family and people through her education. Through specific mentoring, with a teacher she respected, we were able to establish a regular and structured mentoring relationship to assist her in connecting her long term aspiration to her current environment with purposeful and conversations.



0478 570 707

kathryn@turningpointconsulting.com.au

www.turningpointconsulting.com.au