



Crystal Clear Coaching

## **Marion Morley – Life Enrichment Coach**

### **Case Study - Finding the Motivation**

#### **Introduction**

A colleague at work was talking about her 20 year old son, who had dropped out of University after a year and was now spending his time in his room playing computer games, drinking cans of beer and sleeping, he had no inclination, direction or motivation to do anything else and she was beginning to despair. She knew that I worked as a Coach and asked if I would be prepared to work with him and try to get him motivated to get out of his room, get a job or at least decide what he wanted for his future.

I agreed to have an initial call with J, but only if that was what he wanted as he would have to be committed to the process of coaching to achieve whatever his goals were.

I gave her some information to give to her son about coaching, how it worked and what he could expect to gain from the sessions. I included my contact details.

J called me a few days later and we had an initial discussion, I asked questions regarding his goals in life and what he wanted to achieve. I also wanted to know why he had dropped out of University and why he had given up. It was important that if we were going to begin working together that J was committed to the process. J explained that the IT course he had enrolled on was totally wrong for him he knew this from the beginning and in fact he wanted to go to Med School and become a doctor, something he had never told anyone else.

We agreed to work together I explained how the sessions worked and what was expected of him. He knew that his goal of becoming a doctor was a long term plan and that there was a lot of preparation work that he needed to do to achieve this goal.

#### **Getting Started - Finding a Job**

In our first session we talked about J finding a job, any job that would get him out of the routine of sleeping most of the day and playing computer games all night which disturbed the rest of the family. J said he was enrolled with an agency but the jobs were few and far between. I asked how did the agency

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contact him, was he in regular contact with them? No surprise that the assignments when they came were through his mum as she also worked for the agency.

We discussed several options - registering with more agencies, checking the local paper and looking at working within the NHS to gain some insight on how the NHS worked. I explained that during my time working with the NHS we have had several students wanting to go to med school working with us on the 'bank' as porters/domestic staff, working when and where required. J made enquiries and joined the local NHS Bank of domestic staff covering when people were off sick or on holiday, cleaning wards and clinics.

He had early starts so no staying up all night playing games. This job got him into a routine, getting up and going out to work and also regular money coming in. Some of his starts were at 6:00 in the morning, but he was never late. J loved this job, during his time working in this role he was able to talk to clinical staff about his 'dream' and they all encouraged him and gave him help and advice, some even offering to give him references when he went for interviews for med school, all helping to keep his motivation going.

Through the agency he obtained an assignment working within the local NHS Primary Care Trust, working in the Finance Team, data inputting and helping to get ready for year end finance reports. During one of our sessions he said that he felt he had seen some different aspects of the Health Service and how much more there was to it than the medical teams and that he was enjoying discovering more about the backroom aspects of the NHS and how it worked..

J explained that as he had dropped out of his previous course he could not just enrol in med school as he would not be accepted. This meant that he needed to do a year at 'pre med' school. There was certain criteria he had to meet, one of these was a C or above grade for his GCSE maths which was a major concern for him, he would also have to sit and pass an exam at interview stage.

### **Self-Limiting Beliefs**

We all have self limiting beliefs which can stop us from achieving, one of J's is that 'he did not get maths' and he had failed his maths GCSE. J explained that at school he had not had a very good teacher and that this had made it difficult for him to understand maths.

We discussed strategies to help overcome this, one of these was to change the thought process in his head from 'I don't understand maths, this is too

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difficult' to 'this is all becoming much clearer to me and I am understanding the processes'. This helped J with his studies and he gained a higher mark in his exam.

J's other way into becoming a doctor was to do a year at University undertaking a Bio-science course and this was his plan 'B'.

J is naturally shy and found it difficult to maintain eye contact, so I suggested other strategies that he could use to help with self-confidence. One of these was to plan his day go over in his head whilst he was getting ready in the morning what he had to do that day, what was happening and how he wanted it to pan out whether this was work, study or interview, just plan the day and visualise how well the day was going to go. To be positive and have a great day.

Another was to use someone who was confident and successful as a role model, to see how they acted, walked and talked. J decided after much discussion and laughter to use one of the guys in the team where he worked. His confidence grew and started to look up rather than down at his feet, which was great to see.

### **'Motivation is like breathing you have to keep doing it'.**

J's 3 main goals were

1. Qualify as a doctor - this was his long term goal
2. Be accepted at pre-med
3. Give up smoking

The goal of becoming a doctor was a long term goal and it would be a few years before he would qualify. I asked J how committed he was to succeed in becoming a doctor, his response was 100% committed.

We discussed what he needed to do in order to achieve this goal, and broke it down into smaller, shorter steps so that he could see and celebrate the gains along the way and not become despondent. This would help with keeping his motivation going. J decided that he wanted to work on getting accepted at pre med as his priority. He drew up his action plan and we discussed the steps he needed to take.

J's action plan

1. To gain a C or higher in GCSE Maths
2. Complete application form for Lambeth and also Brighton

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3. Be chosen for interview
4. Study for entrance exam
5. Explore Bio-science course (Plan B)
6. Be offered a place a pre med school

J broke these action down into smaller steps, what did he need to do to pass GCSE? He needed to find a tutor, draw up a study timetable and sit the exam. For his application for Lambeth and Brighton he needed to find out when the applications had to be in by? Do a draft application. What did he need to send in with the application? Then complete the form and send in before closure date.

By breaking the action plan down into smaller steps J felt they were more manageable and he could cross them off as he did them. After a few sessions I asked J to see how far he had come since our first session and he was surprised by how much he had achieved in just a space of a few months. His confidence had grown, and he was working towards his goal of going to pre-med school. He was working and earning. By looking back at what he had achieved so far also helped to maintain his motivation.

### Summary

I worked with J over a number of sessions. At the beginning his self-confidence was very low and he had no motivation to do anything, he was sleeping all day and playing computer games most of the night and disturbing the rest of the family. He wanted to become a doctor but this goal seemed an enormous challenge to him and he was unsure where to start.

By getting J to look at what he wanted most in life to achieve, (something he had wanted for a long time but had not told anyone), he was able to break the cycle and begin the journey to achieving his dream of becoming a doctor. By finally voicing what he wanted to do and achieve in his life made it more real for him and he was able to draw up his action plan to start his journey/ Breaking the actions down into smaller manageable steps made the challenges less daunting and he was able to achieve them.

By agreeing and committing to his actions with me he became accountable for these and this gave him the motivation to make sure he completed these. Sometimes it was not easy for him to find the motivation but once he saw how much he was achieving, his confidence grew and he continued to complete task to help him achieve his goal of going to pre-med school. J was offered a conditional place at Lambeth University, the condition was a C or above grade for his GCSE maths.

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Following a lot of hard work and determination to succeed J has decided that he is going to us his Plan B and I am thrilled to say that he has started a year Bio-science course at University and I wish him great success with this and eventually hearing that he has qualified as a doctor.

Working with J has been a pleasure it has been slow at times, but he had a big mountain to climb, from coming out of his room to finding a job and drawing up his action plan to start his journey to become a doctor. Through coaching he has found the motivation to start his dream. One of the exercises I gave J to do was to close his eyes and imagine his first day not at pre-med but at med school, how did it feel, what could he see, what could he smell, what would his first lecture be about? J said that using this exercise when things got tough helped him to pull himself up and carry on.

The motivation is there in all of us sometimes we just have to dig a little deeper to find it, working with a coach can inspire you to live your dream.

I am going to leave the last words with J and his Mum

### **J says**

Since having a weekly slot with Marion over the past several months I can look back and see a significant improvement in my life - across the board, in my well being, daily activity and most importantly my goals. Getting a conditional place on a medicine course was in no small part thanks to her efforts. I have now decided to take a year bio-science course at Plymouth which will lead to a place at pre-med school. I am so grateful to Marion for all the hard work and commitment she gave.

### **J's mum says**

I have to thank Marion for more than the fact that she teased out of J what he wanted to do and gave him the tools – both emotional and practical – to get onto the road. I think that the most important thing is that she managed to take us out of an endless cycle where we were unable to communicate or affect each other's views. I am sure that lots of mothers will recognise the way that he was impervious to my advice or my nagging and that I 'had heard it all before' from him. Marion became a new, clear voice to him – someone from outside who would listen, understand and suggest options. I am so grateful to her for opening his life up and giving him the confidence to succeed.

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