The adolescent experience of motivational interviewing-via-Co-active Life Coaching as a motivational intervention: A constructivist grounded theory

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Abstract

Motivational Interviewing-via-Co-Active Life Coaching (MI-via-CALC) was investigated as a possible behaviour intervention for adolescents who experience stressors in their lives. The strength of this constructivist grounded theory (CGT) study was its potential to explain what eventuated from the adolescents' experience of MI-via-CALC. Of considerable import among the findings is that the coaching relationship is critical to the adolescent throughout the processes of MI-via-CALC. "Getting it done" emphasized the process that developed from this CGT study, and best related the four major concepts, "empowering self," "shoring up purpose," "creating connections" and "envisioning the future." The knowledge developed from this study delivers implications for health promotion, education, parenting, further research, and counselling.

Keywords: Adolescents, constructivist grounded theory, intrinsic motivation, motivational interviewing-via-co-active life coaching, self-determination

Introduction

Bombardment of social pressures, physical and biological changes, rigours of secondary education, and family expectations can contribute to feelings of incompetence and inadequacy in adolescents (Lerner, Lerner, & Finkelstein, 2001). Interventions that endeavour to reduce at-risk behaviour in youth usually have a positive effect on self-efficacy beliefs (Schwarzer & Luszczynska, 2005). Behavioural interventions such as Motivational Interviewing-via-CALC (MI-via-CALC) model (Mantler, Irwin, & Morrow, 2013) may have a positive effect on self-efficacy beliefs and augment the possibility that adolescents will come to enjoy a rewarding, vigorous life.

Statement of Purpose

This Constructivist Grounded Theory (CGT) study was undertaken with the purpose of providing a co-construction of meaning from the multiple realities of the adolescent participants via MI-via-CALC. Results included the derivation of a substantive theory that was generated from the processes by which the adolescents developed conclusions about their world.

Motivational Interviewing (MI)

Miller and Rollnick (2013) emphasize four broad processes of the MI approach, focusing on its skillful, guiding style, outlined as follows:

- Engaging: the client and provider develop an affiliation on which the MI process depends.
- Focusing: the client and provider establish a course for change, and support the necessary direction to goal attainment.
- Evoking: mining the client's reasons, wisdom, and motivation to change, and then inducing the client's involvement in the change process.
- Planning: the discussion of objectives to change and the movement through steps to goal attainment.

Furthermore, MI does not involve persuasion or advice giving; the client is directed by the MI counsellor in an empathic and non-confrontational, conversational manner. This approach, then, "would appear to be a natural fit for adolescents" (Flaherty, 2008, p. 118), who value autonomy and independent decision making (Naar-King & Suarez, 2011).

Co-Active Life Coaching (CALC) and Motivational Interviewing-via-Co-Active Life Coaching (MI-via-CALC)

MI-via-CALC includes the principles of MI and the theoretical backing of Social Cognitive Theory, the Theory of Reasoned Action, and the Theory of Planned Behaviour (Irwin & Morrow, 2005). Additionally, the specific approach of MI-via-CALC has been evidenced through clinical research, discussed in the next section, to be effective in the advancement of positive personal and health behaviour change.

Literature Review of Studies Involving MI-via-CALC

Because of the lack of research involving MI-via-CALC and adolescents, this review highlights the applicability of the a priori research involving an older and younger than adolescent sample group.

In a mixed-method study to explore the obstacles to cessation of smoking in 19 to 23 year olds, Mantler et al. (2010) assessed the effectiveness of MI-via-CALC. The results of this study revealed that participants were positively impacted by the experience, highlighting the potential of MI-via-CALC to enhance motivation through increased self-efficacy in order to affect behaviour change.

Additionally, the efficacy of MI-via-CALC was tested as a treatment for adults with obesity (Newnham-Kanas et al., 2008; Newnham-Kanas et al., 2011; Newnham-Kanas et al., 2011). The 2008 study set out to evaluate the impact of MI-via-CALC on self-efficacy, self-esteem, and waist circumference and body mass index of twenty 35 to 55 year old men and women. The qualitative findings revealed an increase in optimism regarding a move to healthy life choices and self-acceptance.

Newnham-Kanas, et al., 2008 revealed the potential of MI-via-CALC to promote healthy lifestyle choices and enhance self-efficacy and self-esteem. Similarly, in a qualitative study of eight women aged 35 to 55 years struggling with obesity (Newnham-Kanas et al., 2011), and a corresponding qualitative study (Newnham-Kanas et al., 2011), the authors noted the facility of MI-via-CALC as positive reinforcement of self-esteem, efficacy, and confidence. A mixed method study of the impact of MI-via-CALC on obesity was conducted on five female university students, aged 17 to 24 (van Zandvoort, Irwin, & Morrow, 2008). The data revealed that MI-via-CALC facilitated in the improvement of self-esteem and self-acceptance. Pearson et al. (2012) and Pearson et al. (2013) assessed the efficacy of MI-via-CALC and one other self-management approach on obesity in 18 to 24 year olds; the findings emphasized the importance of client-centered approaches. Gorczynski et al. (2008) studied the impact of MI-via-CALC on the physical activity of 12 to 14 year olds; the findings determined that four out of the five participants showed no change in physical activity levels.

This literature review identifies a gap in research that addresses the impact of MI-via-CALC and perceived self-efficacy and motivation to positive behaviour change in adolescents, and partially justifies the need for a CGT study in this specific area of interest. The need to develop an innovative, substantive theory about MI-via-CALC as a useful motivational intervention for adolescents has been substantiated (Hall, 2014).

Methodology

The methodology of this research was Constructivist Grounded Theory (CGT), as described by Charmaz (2000; 2006; 2014). CGT recognizes the researcher as a co-contributor to theory development (Charmaz, 2006). As a result, the principles and knowledge of the researcher are recognized as having an inevitable influence on the creation of the theory (Hayes & Oppenheim, 1997; Guba & Lincoln, 1989). Further, the CGT inquiry is a supportive progression between the researcher and the researched.

Participants

The participants in this study were recruited from a parish in Massachusetts. Three boys and three girls comprising the initial sample set. For the purposes of theoretical sampling, an additional three participants were added to the study after initial coding and categorizing took place. The goal of theoretical sampling was to encourage emergent relationships, patterns, and variations of the initial concepts and categories in order to fill gaps in emerging theory (Charmaz, 2014). Two participants withdrew themselves from the study. There are no firm guidelines for the sample size of CGT studies; however, consistent with other qualitative studies involving motivational techniques and adolescents, seven participants between the ages of 13 and 17 years comprised the final sample set.

The common issues among the adolescent participants were being at risk of not meeting perceived social expectations and norms, and future goal attainment due to lack of engagement in school, and goal setting. One participant revealed difficulty in coping with Type 1 Diabetes, an autoimmune disease. Prior to the transcription of interviews, each participant was given a pseudonym to sustain anonymity and confidentiality.

Procedure

After a University Research Ethics Board (REB) approved our submission, we recruited Certified Professional Co-Active Coaches (CPCCs) for the study. In total, five CPCCs completed the coaching protocol; they obtained police reference checks as required by the REB.

Participants' informed consent was procured during a one-on-one meeting held in a private setting. Then, each participant was introduced to a CPCC for thirty minutes by telephone whereby the designed alliance endemic to MI-via-CALC was established. MI-via-CALC sessions transpired for approximately 30-45 minutes by telephone, once per week for eight sessions.

To accumulate rich data, we conducted three in-depth interviews with each participant. These interviews lasted approximately 45 minutes and took place at the mid-way point, at the conclusion, and approximately one month after the coaching sessions concluded. All interviews were audio recorded, and the data was transcribed verbatim after each interview. The research questions were broad and open-ended to promote discussion, and to focus on significant statements as they evolved.

The data also included relevant literature, which has been interwoven throughout the evolution of the grounded theory of this study. The literature formed another voice in the contribution of theory building (Mills, Bonner, & Francis, 2006).

Data Analysis

The researchers applied the immersion/crystallization organization process (Crabtree, & Miller, 1999) to the qualitative research cycle. Immersion refers to the processes whereby we read and examined every portion of data in order to be fully immersed in what the participants expressed. Crystallization is the process in which we engaged to identify connections between data segments and codes. We continued the interplay with immersion and crystallization until a well-articulated and substantiated theory was developed.

Coding

Qualitative coding, the process of defining what the data are about (Charmaz, 2014), was the first analytic step of this study. Coding the transcripts by hand as opposed to computer generated code invention offered the advantage of microanalysis whereby we were able to apprehend, extract, and comprehend the detail of the data and simultaneously assign codes to the data. Consistent with CGT, data collection and data analysis ensued concurrently.

Through the use of open coding, we extracted constructs that emerged from the data. An inductive approach was used to analyze codes that were assigned to a line-by-line analysis of the transcripts. In this initial stage of coding, we scrutinized fragments of the raw data and identified categories of information that applied to the data. Line-by-line coding facilitated in providing a direction; once a process was identified, we returned to coded data from previous respondents to look for congruent data, and to new respondents to see if the process surfaced in their experiences (Charmaz, 2006; 2014). In addition, *in vivo* codes, condensed social constructs and the currently understood meanings of words were used to capture the terminology of the participants. Such phrases as "I have a handle on myself," and "getting it done" are examples of the shorthand of *in vivo* codes.

The second stage of this analytic process was selective or focused coding (Charmaz, 2014), which involved applying the initial codes that frequently reappeared to larger amounts of data. Once the selective codes were categorized, and "patterns, themes, and regularities" (Coffey & Atkinson, 1996, p. 37) were identified, the movement to theorizing was made. During axial coding (Strauss & Corbin, 1990, 1998), we explored the relationships of categories, making connections between them. This led to analysis, whereby we constantly compared the codes and the data to expand on themes and categories. We compared the views and experiences of different people, the data collected by the same person at different times in the study, incidents in the study, data with category, and category with category (Charmaz, 2003). This method, a fundamental feature of CGT, required data to be compared, grouped, sorted, and coded.

Key Findings

The core category "getting it done" represented the main process that evolved from the words of the participants, held the greatest explanatory and analytic influence of the study, and best related the major concepts with the main and sub categories (Corbin & Strauss, 2008). "Getting it done" emphasized the basic social process (Glaser & Strauss, 1967; Glaser, 1998) that developed from this study, and connected the four major concepts, "empowering self," "shoring up purpose," "creating connections" and "envisioning the future."

Empowering Self

Focused coding and conceptualizations revealed the process "empowering self" to include "defining values," "perceiving self-efficacy," "positioning of power," and "inviting others in". That process and related findings are encapsulated in Figure 1 and discussed in more detail below.

Figure 1: The Concept "Empowering Self" and Corresponding Categories and Subcategories
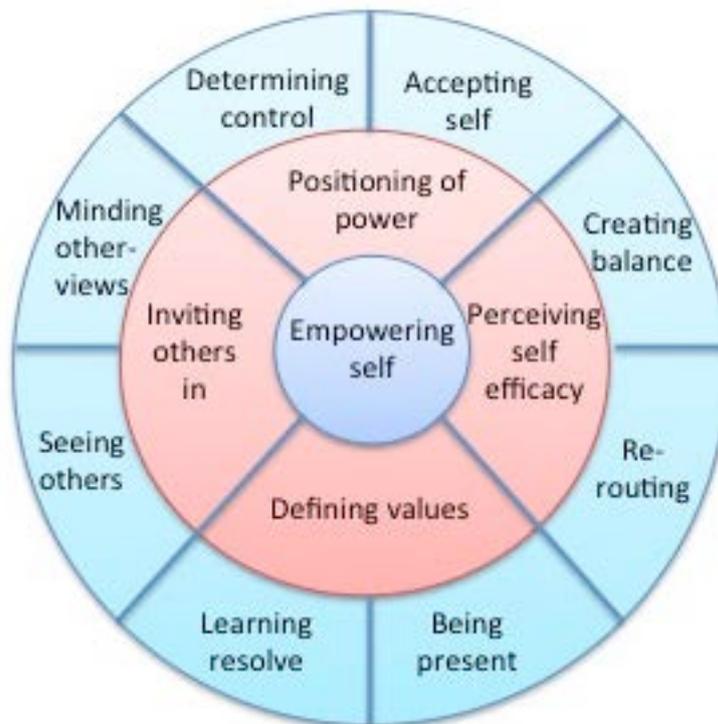
The figure above presents the components of the core concept "empowering self", which is presented at the hub of the sphere.

"Inviting others in" referred to the adolescent participants' willingness to allow their CPCC access to their thoughts and feelings, which was reliant upon their connectedness. "Minding other-views" and "seeing others" closely related to the participants' process of positively assessing the value of the coach's input.

"Perceiving self-efficacy" is an important constituent of behaviour change. A participant's insight that she had the "*right tools*" and "*am in the right spot*" for change demonstrated her perception of self-efficacy to change. She qualified her awareness of self-efficacy when she re-routed her negative self-talk:

> *Yeah she made me say like would you be saying these things about yourself to a friend like would you go to your best friend and say like you're not qualified you're not good enough and I was like "no I wouldn't say that" and she was like "well then why are you saying that to you the most important person in your life?" And I was kind a' like "okay that's actually true" and like why am I doing this to a person even if that person's me?*

 "Determining control" is associated with Dweck's concept of growth mindset (Dweck, 2006) and Rotter's intrinsic locus of control. Further, consideration of Self Determination Theory (Ryan & Deci, 2000) is germane to the process of "empowering self". Ryan and Deci assert that intrinsic motivation, self-esteem, and well-being are enhanced by fulfilling the need to make personal choices (autonomy), the need to feel confident (competence) and the need to have human connection (relatedness).   The following excerpt exhibits fulfillment of autonomy ("*motivated by myself*"), competence ("*you did it and you became better for it*") and relatedness ("*my coach really showed me*"):

I've always kind a' been motivated by myself but like I said my priorities strayed and my coach really showed me that the rewards are that certain thing – that feeling that makes you feel satisfied with yourself that you did it and you became better for like for doing that thing, like doing well and pushing myself to learn.

As a result of "determining control" of his behaviour, the participant was in a position of power to be his best. Doing well and receiving the reward of self-satisfaction increased his intrinsic motivation to engage in his education. An internal locus of control aligns with his intrinsic motivation and predicts better academic achievement, enhanced interpersonal relationships due to higher self-esteem, and greater effort to learn (Rotter, 1966, 1989).

The category "defining values" enhanced self-empowerment. One participant's perception of low self-worth diminished her motivation to "*respect myself more*"; however, after completing a coaching session, she defined her value of self-respect:

I did it and I realized that it's going to take a lot more effort like it's not like "oh yeah I really need to respect myself more" and then just go out and do it … I had to actually force myself to do it but I recognized that it actually helped me a lot … it made me feel so good about myself.

"Being present" is linked to mindfulness, to increased resilience and the ability to manage and reduce stress, to strengthening emotional control, and to an increased sense of well-being (Siegel, 2013). A participant disclosed the importance of "being present":

After our calls I kind of then – I kind of now – kind of look more forward to the future and kind a' try to more live in the moment. I mean obviously it's important to plan but, but, not losing the moment – like, the now.

Siegel attributes taking "time-in", or being present, to developing resilience, happiness and well-being.

Shoring Up Purpose

The process of "shoring up purpose" was underscored by four categories; they were "heightening expectations of self," "restraining impulsivity," "being unique," and "evaluating priorities" and that process and related findings are encapsulated in Figure 2 and discussed in more detail below.

Figure 2 The Concept "Shoring Up Purpose" and Corresponding Categories and Subcategories
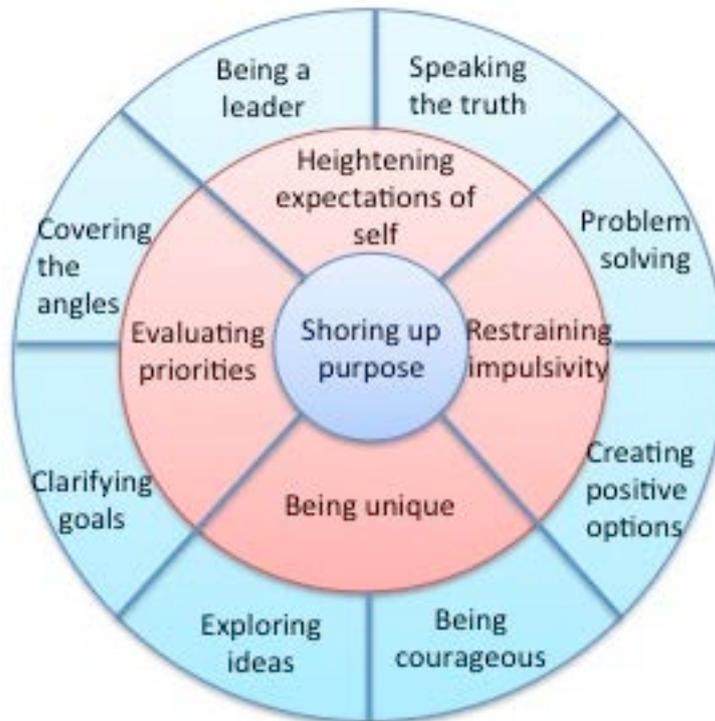
The above figure presents the components of the concept "shoring up purpose," which is presented at the core of the sphere."

A participant explicated "being unique" as "*doing what you want to do to make you feel whole and fulfilled*." Maslow's original theory (1947) elucidated that the need for self-actualization lead to self-awareness ("*I learned that you have to kind a' choose and do what you want*"), concern with personal growth ("*go for what you want to do*"), less concerned with the opinions of others ("*life's too short to be kind of doing things that you don't want to do for other people*"), and interest in fulfilling personal potential ("*do what you want to do to make you feel whole and fulfilled and like that you're making a difference*").

The participant exemplified "being courageous" when she specified that she needed to "*choose to do what you want to do to make you feel whole and fulfilled and go for what you want to do.*" Significantly, a core feature of the MI-via-CALC environment is the CPCC's respect for and recognition of the courage needed by the coachee to approach change (Kimsey-House et al. 2011).

Purpose inhibits impulsivity because purpose promotes thoughtful reflection about our actions and self-awareness (Siegel, 2013). The data indicated that "restraining impulsivity" lead to "problem solving" and "creating positive options." For example, a participant felt he was "*creating positive options*" by seeking rewards for "restraining impulsivity" of "*not doing something that brought bad.*" He described the intrinsic value of being rewarded as, "*Well you know there's … it's like being satisfied with yourself … is kind a' the reward.*" He also spoke of "problem solving" because "*like I said, my priorities strayed so um, um, I like make more time for what's valuable to me rather than what's not valuable to me like I used to do.*" In his case, "shoring up purpose" involved the intrinsic value of "restraining impulsivity" in order to stay focused on his goals.

"Covering the angles" occurred when the participants explored choices that impacted their future. This aligned with "evoking transformation," one of the four cornerstones of MI-via-CALC (Kimsey-House, et al., 2011) whereby the coach holds the vision of the coachee's purpose and connects it to a deeper awareness of increasing potential to grow and evolve.

> *Well yeah um we came up with ideas and then we would stop and think about them and say "what about this?" and then we talked about like, what if the wrong choice turned out to be the right choice in disguise. I was nervous and my coach said that even if it turns out to be something that isn't a positive experience, it can still be putting you on the right path for what is the right choice for you.*

The participant and her coach were "covering the angles" to "expand from one area of focus into many avenues of life" (Kimsey-House et al., 2011, p. 7).

The participants expressed an intrinsic need to expect more of themselves when investigating their purpose.

> *At the beginning I felt like that – that I needed her – but then she told me that I am a leader – like that I am a good leader of my generation and that I should like take it into my own I guess and I started noticing that my confidence went up and I didn't second guess myself like "oh I'm always wrong" but then I started to I guess believe in myself and expect more of myself.*

At the midway point of her MI-via-CALC sessions, a participant came to the following self-truth:

> *So I reflected on it – like I talked to myself – and I realized that with me like enough is never enough and I called me out on it and it was good because I could reflect on it myself.*

By "speaking the truth" or calling herself out on that which was holding her back from "getting it done", she heightened self-expectations. Speaking the truth in MI-via-CALC is also called "getting real" (Kimsey-House, et al., 2011, p. 19) and refers to the coach's aptitude for developing a relationship that is based on non-judgmental truth telling. Adolescents have a talent of seeing through polite sidestepping and insincere flattery.

> *I didn't sense any fakeness and I thought she (coach) was so genuine in what she was saying and I didn't feel like she was forced to say like, "Oh great job … now you're on your way!" I felt like the discussion was very legitimate.*

Creating Connections

The concept "creating connections" interlaced the categories and subcategories that surfaced from the data. The four categories that formed a nexus to "creating connections" were "collaborating," "being recognized," "removing the mask," and "feeling safe" and that process and related findings are encapsulated in Figure 3 and discussed in more detail below.

Figure 3 The Concept "Creating Connections" and Corresponding Categories and Subcategories

The figure above presents the components of the concept "creating connections", which is presented at the core of the sphere.

While collaborating on "getting it done", a participant highlighted "being supported" by his coach.

> *She didn't really force anything upon me – she really asked me what I wanted to do and she just helped me with it … I never actually had her tell me that we had to do something. She just suggested things. She never said I had to do one specific thing and I really liked that, that – like support – which I liked.*

Roth and Brooks-Gunn (2003) and Wolfe, Jaffe and Crooks (2006) emphasize the need for youth to feel supported and empowered through healthy relationships; the result is heightened character, self-confidence, connections to others, and optimism for their future. A participant reinforced this:

> *I was able to like feel that she understood me but the coolest part was that I learned to understand myself. The way that she set up our conversations was interesting because I came to all conclusions and she would prompt me to dig deeper whereas I wouldn't ever be able to do that to myself.*

By "creating connections", she deepened her understanding of herself and prompted introspection and self-analysis. Siegel refers to this as "mindsight" (Siegel, 2013). The above quotation exemplifies the participant's practice of mindsight by being curious, open, accepting, and loving of herself ("*the coolest part was that I learned to understand myself*").

"Helping others" indicated an awareness of others, and a movement from me to we. Siegel refers to the "mindsight map of me" to identify our insight and self-awareness, the "mindsight map of you" to signify our empathy and awareness of others, and the "mindsight map of we" to denote "the way we think, imagine, reason, and behave knowing that we are part of a larger whole" (Siegel, 2013, p. 43).

The capacity for someone else to see the mind behind the conduct enhances resilience in the adolescent (Siegel, 2013), and creates a strong connection. "Being seen" captures the meaning of the category "being recognized". "Perceiving value by others" and "taking on tasks" address the relationship of others to self.

A participant attributed her success in "taking on tasks" to MI-via-CALC and her CPCC:

> *Well um I completed my lifeguarding certification so I guess I decided to apply for a bunch of jobs and I guess that was related to MI-via-CALC because I was more confident in myself so I was able to perform better in the interviews and be more articulate during the questions because I guess I had opportunities to talk with an adult like my coach so I guess I felt like I could better express myself.*

She confirmed the importance of "perceiving value by others"; getting the job substantiated the value that others attached to her. As she stated:

> *I got the job so I'm excited. I feel really good about that. It feels really good to have finished it … and I'm taking chemistry this summer so I'm looking forward to it.*

"Being valued by others" and "taking on tasks" apparently fortified her self-efficacy to venture toward "getting it done." Additionally, "being recognized" for her ability enhanced her empowerment of self; she associated her confidence and her connection to her coach with "getting it done."The participants spoke of the necessity to remove the mask of pretense and fabricated identify when "creating connections." This category refers to authenticity, a necessary component to "accepting self and others" and "being understood".

"Removing the mask" and revealing her genuine personality strengthened a participant's connections with others:

> *I try to use what we talked about in the first session to not always rely on a façade as a shield I guess and I try to do that now and it's ok if things aren't perfect and it's okay if people see that … it's better for everyone if I open up more because it lets me get it off my chest and everything seems more real I guess.*

By accepting herself, and placing trust in others to accept her, she was able to remove the mask and create closer connections with others:

> *It's easier for me if I see a flaw I don't want others to recognize it but then I am never being who I really am and people notice that and they pull away from you so it's like a lose-lose so it's something that I've taken away from coaching.*

Thus, "accepting of self and others" derived from trust; she exhibited trust in herself and others by "removing the mask" to fortify her relationships, thereby "creating connections". Trust is a core component to the MI-via-CALC relationship.

The physical and the relationship environment of MI-via-CALC are described as "safe enough for clients to take the risks they need to take" (Kimsey-House, et al., 2011, p. 18). Siegel (2013) refers to safety as another essential component in creating connections with others. The participants highlighted "feeling safe" in the coaching environment, and regarded it as a "*positive place*" from which to have brave, self-revealing discussions with "caring others" (their coaches).

The powerful questions that were approached with natural curiosity by the coach are integral to the MI-via-CALC process (Kimsey-House, et al., 2011). Her perception that her coach genuinely cared about her responses elicited an essential feeling of safety for self-discovery. Additionally, she was

situated on the telephone in her bedroom, the ideal, naturalistic setting for an adolescent and for a CGT study.

Another participant conveyed "being in a good place" and "caring for others" through her description of her MI-via-CALC experience:

> *It was so good because I had someone to talk to and someone who would really listen to me, and it was good to talk to someone who really cared – you know? – like she would literally listen to what I had to say and like we used what I said to analyze my problems not my specific situation like it was really good because I never had that I never had someone who I could talk to who literally would listen to what I was saying – yeah – it was awesome.*

The CPCC, the "caring other", provided a positive, safe place from which to explore feelings, ideas, and values. Siegel explicates, "… attachment relationships also serve as a launching pad from which we take off and explore the world" (Siegel, 2013, p. 145). Situating the "launching pad" in their naturalistic setting enhanced the process of "creating connections" for the adolescents.

Envisioning the Future

"Envisioning the future" emerged from the data and encompassed the categories "setting goals", "seeking fulfillment", "being flexible", and "thinking creatively" and that process and related findings are encapsulated in Figure 4 and discussed in more detail below.

The below figure presents the components of the concept "envisioning the future," which is presented at the core of the sphere.

"Being flexible" addressed the iterative nature of "envisioning the future". "Being flexible" and listening to her "*inner voice*" helped a participant to envision the future:

> *We discussed my future self where you like I guess you like ask questions and stuff to your future self and my coach walked me through it and set up situations and it was really cool to see that like, or listen to what your inner voice was saying, like what you really imagine for yourself ... what you really want for yourself.*

Brain changes during adolescence affect conceptual thinking and abstract reasoning, higher order cognition that promotes "thinking outside the box" to solve problems, construct novel ideas, and conceptualize innovation (Siegel, 2013). Listening to her "inner voice" exemplified the participant's practice of "thinking outside the box."

Figure 4 The Concept "Envisioning the Future" and Corresponding Categories and Subcategories
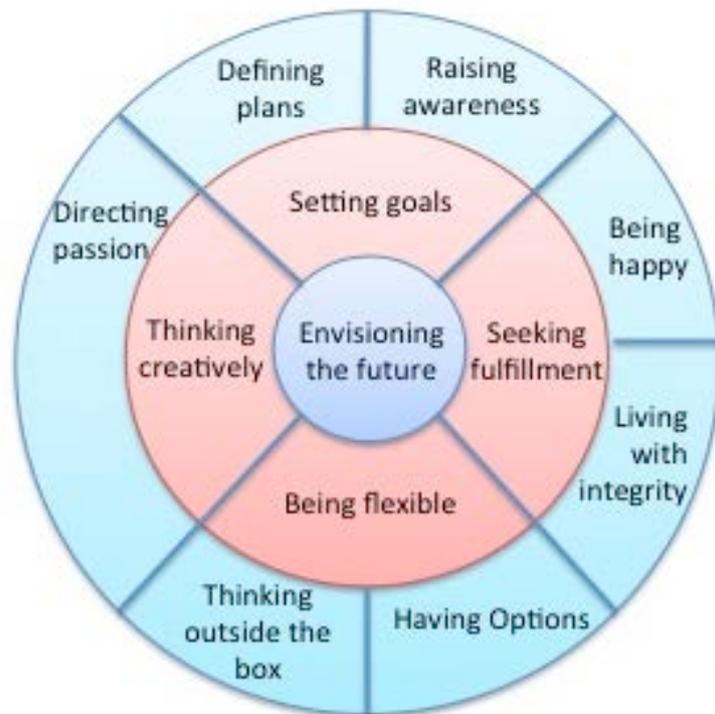
 "Having options" facilitated "envisioning the future". A participant recognized that being open to possibilities inspired hope for the future:

> I felt like there was a lot more hope after the sessions. Like I felt that I have the ability to change my anxiety for the future. After the sessions like I know that I don't know about the future but I'm looking at my options.

Cognitive hope theory (Snyder & Lopez, 1991) specifies that a hopeful disposition promotes belief in one's ability to achieve goals (willpower) and fosters determination to overcome hindrances to goal attainment (what the researchers termed waypower). The participant exhibited willpower ("*I have the ability to change my anxiety*") and waypower ("*I know that there are plans like deep down*"), consequential to MI-via-CALC. Further to this, adolescents who perceive self-efficacy are more likely to feel hope about their future (Stein et al., 2006).

One participant examined "*things you truly want*" in the future that lead to fulfillment.

> We discussed going for the thing that I want to do in life and not what everyone else expected of me … I guess overall in life the things you truly want - and not let it always fall on the status quo path if that's not suitable for you - will be fulfilling.

At the heart of the coaching model is the belief that "fulfillment is about finding and experiencing a life of purpose and service. It is about reaching one's full potential" (Kimsey-House, 2011, p. 9). The subcategories "living with integrity" and "being happy" were closely linked with "seeking fulfillment" and "reaching one's full potential."

Keeping my focus on what makes me happy and like a feeling of like centeredness because like I'm doing what's right for me and not what's right for other people and I'm doing what I'm supposed to do in life I guess.

These words represented the notion that "living with integrity" and "being happy" are intertwined. The participant's steadfastness to her envisioned future underlined the importance of happiness and integrity to "seeking fulfillment":

Like when I'm making decisions about choosing what I really want for myself over the expectations and that's really helped me become more happy personally with the decisions I am making for my future.

She also addressed the correlation of happiness and fulfillment:

I have a handle on myself – like I can deal with future planning and future situations and I'm happy and that's important too for my future – like I always hope for happiness.

Goal setting is fundamental to MI-via-CALC; the coach establishes a clear understanding and respect for the process of reaching the coachee's goal:

Coaching was really helpful … it put me on my track like I didn't know where I was going and it was kind a' like a railroad track it kept me in a straight line to where I wanted to go and my goals and how I can put coal in my engine – I know I'm using a train metaphor – maybe a bad one – but coaching helped me to put coal in my engine to where I want to go.

"Raising awareness" revealed higher order thinking when "envisioning the future". Intrinsic motivation and self-efficacy increase when tasks require higher order and critical thinking (Sax, 2007). A participant described the process of "raising awareness" through his experience with MI-via-CALC:

She's (coach) taken me through guided journeys and other stuff and I kind a' learned more about myself. She made me kind a' think about what I'm looking at and thinking about and what I need to get done.

Metacognition, the ability to reflect upon our own thoughts and behaviour (Metcalfe, 1996), improves significantly through the adolescent trajectory, and correlates with enhanced confidence in task performance (Weil, Fleming, Dumontheil, 2013). A participant exemplified propositional thought, or thinking about her own thinking (Kuhn, 2008):

Well before I thought I'm going to end up working at a job that won't make me happy but then she gave me opportunities to see my goals and I guess that I felt more confident like I can do this and this shouldn't limit me.

Another outlined his personal experience of "defining plans" through the process of "setting goals" and "envisioning the future":

I locked in my courses for next year – and I'm taking a computer science course because I have a background in it but it's been a hobby and also I've looked into camps that I'll be doing and also where I can learn and also I'll be doing an online course.

His motivation to engage in activities that were meaningful, challenging, and fitting to his aptitude would appear to align with Flow Theory (Csikszentmihalyi, 1990).

By "thinking creatively" the participants were able to access their originality and imagination in "directing passion" to "getting it done".

> *Like she would like ask me to elaborate on things and when I would get stuck she would give me prompts like do you feel north south east west? Like she wouldn't say, "Do you feel like Columbus Ohio?" like she would stay really broad and she would make me figure out that I was Columbus Ohio. Like I had to figure me out and like what I'm going to do to like study what I love and love what I do.*

Rickman (2009) refers to the process described above as "finding fit". The participant engaged in "finding fit" when she began to consider her skills and interests ("*I had to figure me out … study what I love*") and then investigate a fitting career ("*what I'm going to do … and love what I do*").

Discussion and Conclusions

"Getting it done" functions as a phrase for the central psychosocial phenomenon experienced in this study's adolescent sample; it is an iterative and enduring transformative process that positively affected the adolescent sense of confidence, sociability, motivation, and efficacy. "Getting it done" refers to the psychological process of envisioning the future, self-discovery and empowerment, creating connections, and examining personal purpose. Additionally, "getting it done" connotes the social processes of collaboration and building trust, reified by the MI-via-CALC coaching relationship. Further, overarching the progression of "getting it done" is the process of positive external and internal reinforcement.

The processes of "getting it done" that were located in the responses of the participants interconnected with the processes of MI-via-CALC. The concepts, categories, and subcategories of this study were formulated first, and then compared with the processes of MI-via-CALC to reveal fittingness and relatedness.

The perception of self-efficacy primed the participants to the realization that they were capable of learning and recovering from mistakes. This awareness stimulated the "re-routing" of negative self-talk and other self-limiting tendencies. The MI-via-CALC model expresses "re-routing" as "saying no to old beliefs or old expectations, no to self betrayal, no to habitual ways of reacting to the demands of others" (Kimsey-House, et al., 2011, p. 137).

The process of self-discovery involved "positioning of power", whereby the adolescent participant established the importance of intrinsic motivation and recognized the value of extrinsic motivation to "getting it done". Naar-King and Saurez suggest that this "synergistic effect … holds promise for improving engagement, personal responsibility, and intrinsic motivation" (Naar-King & Suarez, 2011, p. 655). MI-via-CALC provided a safe harbour from which to launch self-discovery. The effective MI-via-CALC coaching environment is marked by two essential characteristics: "one, it is safe enough for clients to take risks … and two, it is a courageous place where clients … make choices with motivation, curiosity and creativity" (Kimsey-House, et al., 2011, p. 17).

"Learning resolve" aligns with commitment, the fourth step of balance coaching. Both resolve and commitment address "a deeper way of being in their lives" (Kimsey-House, et al., 2011, p. 137). The participants spoke of turning talk into action, and the self-empowerment that resulted from their resolve.

The adolescent participants exemplified a growth mindset (Dweck, 2006) in that they expressed a belief that they could progress toward their purpose by being truthful to themselves through the identification of self-sabotaging thoughts and/or behaviours (Kimsey-House et al., 2011).

Forming personal connections with their CPCC increased the adolescent participants' self-esteem and promoted positive goal setting. Aronowitz (2005) suggests that an adult role model conveys a sense of optimism regarding the future. Related to this, Roth and Brooks-Gunn (2003) and Wolfe, Jaffe and Crooks (2006) emphasize the adolescent need for healthy adult relationships. Correspondingly, the concept of the subjective norm (Ajzen, 1991) seemed powerful to the participants; they experienced increased motivation to complete a task if they sensed that their CPCC supported and attached meaning to the task.

The participants were appreciative of their coaches listening to them, and being fully present to what they were saying. "Dance in this Moment" is another cornerstone of MI-via-CALC, and emphasizes the importance of being present to what is happening at the moment of the coaching process. Genuine championing by their coach enhanced the participants' self-empowerment and confidence to "getting it done".

One barrier to coaching the adolescent sector that emerged from the data was the propensity to "wear the mask" when communicating with adults. One adolescent stated that the coach, rather than holding her agenda, changed it; her construal was that the relationship ceased to be on equal footing. Jackman (2011) noted that conflict in a coaching relationship could result from the coach and client having contradictory opinions about the necessity to change a behaviour.

Another barrier to coaching this age group that was revealed through the data was the predilection to resistance, often the product of the basic human need for autonomy that heightens during adolescents (Deci & Ryan, 1985). One participant articulated negative feedback about the coaching experience ("*the coach cheerleads you … and then babysits you*"); his refusal to connect with his coach concurs with distancing behaviour (Keane, 2010) and an avoidant model of behaviour (Siegel, 2013).

The MI-via-CALC model flourishes on designing an alliance between coach and coachee and both are equally responsible for the process. The participants who had negative experiences absconded their alliance obligation, and the coaching relationship suffered as a result. Unfortunately, the coaches were unable to see past the mask. Charmaz (2013) advises that negative cases can release valuable insight; this example corroborates Charmaz's counsel. Coaches may be reminded, from these negative cases, that adolescents are sometimes unwilling, inept and/or inexperienced at "removing the mask" for adults.

The methodologies of MI-via-CALC and CGT provide flexible guidelines to the coach and researcher respectively, and the emphasis of each is on guidelines, not rules; the goal of each is to build relationships through openness, creativity, trust, respect, reciprocity, and co-construction of understanding. These are powerful equivalencies when considering approaches by which to engage adolescents in interpretive practices. The feature of researcher/coach connection prevalent to both methodologies offers potent prospect for reaching adolescents, who may respond positively to being supported rather than being directed.

Figure 5 The Model of Adolescent Motivation to "Getting It Done
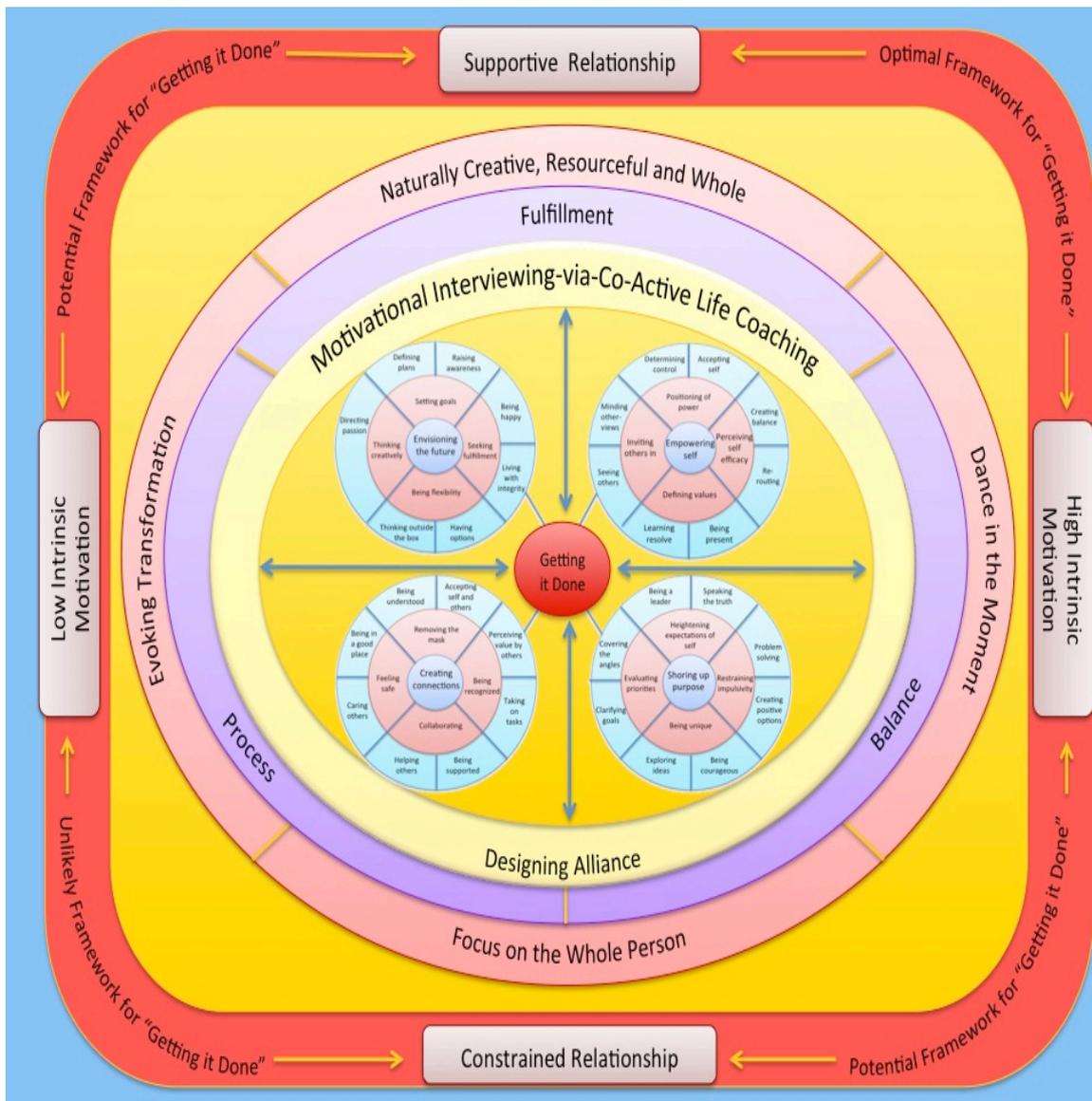
The model above offers a graphic depiction of the CGT of the Adolescent Experience of MI-via-CALC.

Central to the phenomenon of adolescent engagement in the MI-via-CALC process is the adolescent need for robust, positive connection with a caring adult; that is, the need for honesty and integrity in the relationship, and preemptive, proactive, and practical support. The support must be preemptive to thwart negative outcomes of impulsivity; it must be proactive to put positive plans in place for goal attainment; it must be practical to ensure that goals are attainable through a one-step-at-a-time approach. The adolescent experience of MI-via-CALC integrates the social construction of expectancy-value, cooperation, mind sight of self and others, and collaboration to generate creative and fulfilling interaction. The adolescent experience of MI-via-CALC involves psychological construction through metacognition, self-actualization and self-determination to enhance intrinsic reinforcement and motivation, self-esteem, and sentience of well-being. By incorporating the processes of MI-via-CALC and "getting it done", the adolescent extrapolates meaning from his or her experience and therefore revises his or her sense of self. Through the

assimilation of MI-via-CALC processes, the adolescent realizes transformative change in his or her sense of autonomy, competence, and relatedness to others.

The phenomenon of MI-via-CALC gives rise to adolescent motives for behaviour that is channeled by the awareness of his or her unique and intrinsic values, beliefs, purpose, and social responsibility.

Implications

Parents, teachers, practitioners, and society at large are challenged by the question of how to motivate adolescents to reach their full potential. Exploration of the subjective adolescent experience of MI-via-CALC has revealed contributory understanding of the processes that motivate adolescents to psychological engagement, social connectedness, and value construction. Put into practice, MI-via-CALC has the potential to provide a motivational intervention to enhance individual achievement, strengthen family bonds, and facilitate professional practice.

This study is based on the responses of seven participants who were recruited from one parish in the northeast region of North America. The following recommendations for future research could potentially enhance the substantive theory that was conceptualized from this CGT research and augment its findings to expand understanding and practicality of MI-via-CALC in familial, educational and clinical applications.

- Probe the efficacy of MI-via-CALC as a model for adolescent behaviour change and motivation
- Evaluate the impact of MI-via-CALC on adolescent health promotion activities
- Assess the influence of MI-via-CALC to educational outcomes and strategies
- Identify the need for specific professional development in sectors that deal with the adolescent population

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