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The Adolescent Experience Of Motivational Interviewing-Via-Co-Active Life Coaching As A Motivational Intervention: A Constructivist Grounded Theory

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Graduate Program in Health and Rehabilitation Sciences
A thesis submitted in partial fulfillment of the requirements for the degree in Doctor of Philosophy
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Abstract

Adolescents are often suffused in social, emotional, and scholastic pressures. The bombardment of stressors provoked by social media, external demands, self-doubt, and consequences of dangerous and spontaneous acts can result in a perception of self-inadequacy. Consequently, an increase in unhealthy activities and a decline in self-actualization become possible. Negative outcomes that result from avoidance of goal setting and ill-conceived decisions lead to familial and social sanctions, and adolescents become further detached from personal growth and success. The persistence of some youth to negative behaviour suggests that further investigation of effective interventions is a worthwhile undertaking. From this perspective, Motivational Interviewing-via-Co-Active Life Coaching (MI-via-CALC) was investigated as a possible behaviour intervention for adolescents.

This constructivist grounded theory study was undertaken with the goal of providing a co-construction of meaning that was apprehended in the form of multiple realities to give expression to adolescent participants, deliver an approach that respected their familiarity and contribution to research, and resulted in a substantive theory that is generated for and about them. The methodological, epistemological, and philosophical principles of constructivist grounded theory were applied to this study. The strength of this study was its potential to explain what really happened from the adolescents' point of view and from their experience. Both MI-via-CALC and constructivist grounded theory required the coach and researcher to focus on shared experiences of coachee/participant and the processes by which conclusions were made of the world.

The core process “getting it done” was accessed through the words of the participants and interweaved the concepts that emerged from the study; that is, “empowering self,” “shoring up purpose,” “creating connections,” and “envisioning the future” formed an interplay of categories and subcategories that represented the process of “getting it done.” The data collected from the participants interconnected with data gathered from my memos of interpretations and crystallizations, the principles of MI-via-CALC, and extant literature. Significant to the findings is that the concerted coaching relationship is critical to the adolescent confidently and positively traversing the processes of “getting it done” and MI-via-CALC. The substantive knowledge that developed from this study delivers implications for health promotion, education, parenting, further research, and counselling.

Keywords

Adolescents, at-risk adolescents, constructivist grounded theory, growth mindset, intrinsic motivation, locus of control, mind-sight, motivational interviewing-via-co-active life coaching, self-actualization, self-determination, self-empowerment, self-efficacy, subjective norm

Acknowledgments

Gratitude is not only the greatest of virtues, but the parent of all others.

Cicero (106 – 43 BCE)

And I am grateful ...

I am grateful to the adolescents who participated in this study; without you, my canvas would remain blank. Your perception, honesty, openness, strength, candor, humour, integrity, and tenacity gave testimony to how remarkable each and every one of you were during this consorted journey, and I hope that I have done justice to your insight of the experience.

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Preface

Wisdom is not what comes from reading great books. When it comes to understanding life, experiential learning is the only worthwhile kind, everything else is hearsay.

Joan Erikson

Chapter 1

For, usually and fitly, the presence of an introduction is held to imply that there is something of consequence and importance to be introduced.

Arthur Machen

1 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). As a result, an increase in unhealthy activities such as unprotected sex, crime and violence, alcohol and drug abuse, and disconnection from school become possible (Aronowitz, 2005). Further, adolescents who are involved in such negative behaviours are more likely to leave school before graduating, and encounter the challenges of unemployment, incarceration, poverty, and single parenthood (Glass & Rose, 2008). The damaging results of risky behaviour such as smoking, lack of social engagement, alcohol and drug use, and reckless driving are far reaching for the individual and society (Sullivan, Childs, & O'Connell, 2009). Interventions that endeavor to reduce at-risk behaviour in youth usually have a positive effect on self-efficacy beliefs (Schwarzer & Luszczynska, 2005.) Behavioural interventions such as the Motivational Interviewing-via-Co-Active Life Coaching (MI-via-CALC) model (Mantler, Irwin, & Morrow, 2013) may augment the possibility that adolescents will discontinue at-risk behaviour and come to enjoy a rewarding, vigorous life.

1.1 Context

The Ministry of Education for the Government of Ontario pledged a commitment to student success by means of “giving students the best education possible and preparing them for their future goals” (Ontario Ministry of Education, 2012). In 2007, the Ministry of Education projected that by 2012, 85% of students will successfully graduate secondary school. This targeted a significant increase from the 2004 actual graduation rate of 68%. The number of high school graduates in 2014 rose to 84% (Canadian Press, 2015), indicating the success of programs, resources, services, and school improvement plans. From this gauge, the initiatives undertaken by the secondary education system have been beneficial in supporting students toward completion of their Ontario Secondary School Diploma.

Concentrating on the academic needs of adolescents is important with regard to their self-development and self-efficacy (Bandura, 1989); however, equal attention must be given to the risky behaviours of youth. Adolescent risk behaviour comprises many domains, including individual, social, and community (Sullivan et al., 2009). Mortality and morbidity in this age group are principally associated with behaviours that place teenagers at risk of long-term negative health outcomes or death (Aronowitz, 2005).

Youth who are involved in risky behaviours can

jeopardize the accomplishment of normal developmental tasks, the fulfillment of expected social roles, the acquisition of essential skills, the achievement of a sense of adequacy and competence, and the appropriate preparation for transition to the next stage in the life trajectory, young adulthood (Jessor, 1991, p. 599).

A method that provides teens with an opportunity for life style change may be considered a promising resolution to precarious activities. Such a method may be accessible through MI-via-CALC, which is described in detail in this chapter.

1.2 Research Question

Stanley writes, “Grounded theory questions focus on process. As such ... they may also be ‘what?’ questions” (Stanley, 2006, p. 65). The research question at the outset of this study was: What is the at-risk adolescent’s perception of the impact of the MI-via-CALC experience to increased self-efficacy and positive behaviour change? Because of the iterative nature of this study, the question was modified to: What is the adolescent experience of the process of MI-via-CALC as a motivational intervention for positive behaviour change?

1.3 Research Aim

The aim of this research was to utilize techniques consistent with constructivist grounded theory methodology to conceptualize and formulate a theory that is “more informed and sophisticated than any of the predecessor constructions” (Guba & Lincoln, 1994, p. 111) about the emic account (Ponterotto, 2005) of adolescents’ experiences of MI-via-CALC to positive behaviour change. Specifically, the rationale of this study was to determine adolescents’ experiences of MI-via-CALC as a helpful approach to promote affirmative goal setting and positive behaviour change. Additionally, the research aim was to formulate a constructivist grounded theory from the data collected through interviews with adolescents regarding their experience of MI-via-CALC in relation to their

perception of self-efficacy and motivation to positive behaviour change. This theory may prove to be advantageous to educators, therapists, and parents who support the social, emotional, and educational needs of adolescents.

1.4 Social Significance

The results of this research may serve to refine the practice of educators and counselors to enhance engagement by youth in positive behaviour change. By way of MI-via-CALC, adolescents may develop a self-reliance that unfurls the possibility of self-fulfillment and meaningful offerings to society. Also, this study was designed to develop an innovative substantive theory about the appropriateness of MI-via-CALC as a motivational technique for at-risk adolescents.

1.5 Definitions

At-risk adolescents: For the purpose of this study, adolescents who engaged in activity or behaviour that resulted in a dangerous outcome or poor health consequences were considered at-risk. Examples of this behaviour are alcohol use, illegal drug use, driving while under the influence of drugs or alcohol, smoking, lack of commitment to expected social roles or acquisition of skills (Jessor, 1991); therefore, adolescents who were not achieving to their potential in secondary school courses were also considered at-risk. Also, adolescents who were struggling with goal projection, and/or who were having difficulties in relationships were deemed at-risk. Furthermore, to avoid tedious reiteration, the words adolescent, teen, teenager, and youth were transposable. Additionally, participants were required to be English speaking, between the ages of 13

and 17 years, and willing to voluntarily engage in the eight coaching sessions and the three follow-up interviews essential to this study.

1.6 Motivational Interviewing (MI)

MI has been described as a goal directed, “client-centered counselling style for eliciting behaviour change by helping clients explore and resolve ambivalence” (Rollnick & Miller, 1995, p. 236). In the MI relationship, the counsellor deliberately directs the client in the pursuit of positive behaviour change (Rollnick & Miller, 1995) in an empathic and non-confrontational approach. The autonomy and decision-making capacity of the client is valued; feedback about the client’s current situation and reminders of goals are delivered with respect and courtesy. Further, MI does not involve persuasion or advice giving. 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).

In their earlier work, Rollnick and Miller (1995) explained that the spirit of MI includes the following:

- motivation to change comes from the client and is not imposed by others
- the client is responsible for resolving ambivalence
- direct persuasion does not resolve ambivalence, it often increases resistance to change
- the counselling style is quiet and elicits change behaviour
- the counsellor facilitates the client’s examination of ambivalence
- readiness to change must come from the client

- the therapeutic relationship is a partnership.

The MI therapist demonstrates empathy, which comprises reflective listening, clarifying and amplifying the client's experience and significance. The empathy of the therapist has been attributed to the efficacy of MI in the promotion of positive behaviour change (Miller, 1996) and the spirit of MI is described as collaborative rather than authoritarian (Rollnick & Miller, 1995). Further, the interventionist heightens the client's perception of self-efficacy and awareness of cognitive dissonance. The original stages of the MI method included developing discrepancy, rolling with resistance, supporting self-efficacy, the successive approximation of behaviour, and behaviour contracts (Rollnick & Miller, 1995).

In their third edition of *Motivational Interviewing: Helping People Change*, Miller and Rollnick (2013) move away from the phases and principles of MI to reveal their four-process model to facilitate behaviour change. In this publication, they explain the evolution of MI, pointing out the differences from where it began three decades ago and illuminating how MI progresses in authentic practice. Clearly, they emphasize that the spirit of MI remains unchanged and necessary to the methodology. The four broad processes of the MI approach, focusing on its skillful, guiding style, are outlined as follows:

- Engaging: this process is a requirement of a working connection, whereby the client and provider (Miller & Rollnick, 2013) develop an affiliation on which the MI process depends.
- Focusing: the process by which the client and provider establish a course for change, and support the necessary direction to goal attainment. The client may

have a specific goal in mind; however, the provider may recognize and clarify further change necessary to sustain positive results.

- **Evoking:** this process involves mining the client's reasons, wisdom, and motivation to change, and then inducing the client's involvement in the change process.
- **Planning:** this process involves the discussion of objectives to change and the movement through steps to goal attainment.

These processes are not successive; they represent the changing movement of the MI methodology. Once the client voices personal ideals and interest to change, the processes of MI are iterative, interactive, and interchangeable.

Although the significance of MI therapist training has been attributed to the positive outcomes of the client (Rubel, Sobell, & Miller, 2000), a certification program is not necessary for its practice; further, Miller and Mount (2001) articulate that MI skillfulness takes more than a one-time workshop.

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

The founders of CALC, Laura Whitworth and Karen and Henry Kimsey-House, base their model of coaching on four cornerstones. The first tenet of CALC is the belief that “people are naturally creative, resourceful, and whole” (Kimsey-House, Kimsey-House, Sandahl & Whitworth, 2011, p. 3), meaning that the client/coachee, terms that are interchangeable (Kimsey-House et al., 2011), does not need fixing, has access to all of the answers that are being sought, and is capable of learning and changing. The second

precept is that the coachee's whole life is addressed, and the goal to be attained, the problem to be solved, the change to be made is only part of a much bigger picture; fronting this cornerstone is the mind, body, spirit and heart of the coachee. The third cornerstone, positioned for the coachee's personal discovery and learning, is "dance in the moment" (Kimsey-House et al., 2011, p. 6). The coach is located to listen intently, to ask questions, to be intuitive, to be naturally curious about the client, and to be in the moment. In CALC, the coach and the client achieve collaboration and moving forward. Ideally, both are in harmony with the coaching dance; however, at times the coachee may set the pace and at other times the coach may lead the dance. The conversation is not scripted, and the rhythm of dialogue varies in accordance with the moment in time that is being shared by coach and client. The fourth cornerstone is to "evoke transformation" (Kimsey-House et al., 2011, p. 7) that goes beyond the specific goal of the coaching session, and relocates to all aspects of the coachee's life. The coach holds the agenda and becomes "a champion for the client's continuing development toward their most magnificent self" (Whitworth et al., 1998, p. 28).

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 to be effective in the advancement of positive personal and health behaviour change (Gorczyński, Morrow, & Irwin, 2008; Mantler, Irwin, & Morrow, 2010; Mantler, Irwin, & Morrow, 2012; Newnham-Kanas, Irwin & Morrow, 2008; Newnham-Kanas, Irwin, & Morrow, 2011; Newnham-Kanas, Irwin, Morrow, & Bettram, 2011; Pearson, Irwin, Morrow, Battram, & Melling, 2013; Pearson,

Irwin, Morrow, & Hall, 2012; Pearson, Irwin, Morrow, Hall, & Mandich, 2014; van Zandoort, Irwin, & Morrow, 2008; van Zandoort, Irwin, & Morrow, 2009). MI-via-CALC has been described as a “truly holist approach designed to address the client’s whole life, at every level of consciousness” (Longhurst, 2006, p. 62).

1.8 Theoretical Underpinnings of this Research Study

Traditional grounded theory researchers suggested that the field of inquiry should be entered with few preexisting thoughts and ideas in order to remove bias from the study (Glaser, 1978). As grounded theory evolved, theorists postulated that insight gained from multiple perspectives (Corbin & Strauss, 1998) enables the “analysis of data and a reconstruction of theory that is richer and more reflective of the context in which participants are situated” (Mills et al., 2006, p. 4). Charmaz elucidates further, “My approach explicitly assumes that any theoretical rendering offers an interpretive portrayal of the studied world, not an exact picture of it” (Charmaz, 2006, p. 10). Throughout this research, to obtain conceptual background, existing theories were reviewed; the Social Cognitive Theory of Albert Bandura (1989) and the concepts of Ajzen (1988) regarding motivation were considered in the development of the grounded theory. A full discussion of extant research and theories are presented in Section 2.2 and Section 4.5.

In his premise, Bandura stressed that self-directedness is dependent on an individual’s “development of competencies, self-belief of efficacy to exercise control, and self-regulatory capabilities for influencing one’s own motivation and actions” (Bandura, 1989, p. 8). He further postulated that one will be self-motivated only if one recognizes self-efficacy to attain a goal. This is particularly important when academic planning for

youth who are transitioning grade levels or undertaking behaviour change; the benefit of accomplishment at the initial stages of an endeavor is critical to a concomitant development of self-efficacy.

Often, distal goals are perceived as far removed from the present; therefore, an individual may lack incentive to act in the present. For example, a teen who is told that smoking is detrimental to future health may not place worth on a time-distant threat. Instead, the attainment of sub goals may offer a sense of mastery, which then leads to self-motivation and self-efficacy (Bandura & Schunk, 1981). People become interested in engaging in goal attainment when they experience a sense of satisfaction and pride; self-motivation is an outcome. This concept is similar to the notion of subjective norm, explicated in Ajzen's Theory of Planned Behaviour (Ajzen, 1988). Direct reinforcement by others has a powerful impact on present goal attainment, and more importantly, on the development of self-efficacy that equips a person for future initiative. Sections 2.5.3 and 6.2.3 of this dissertation further develop the importance of creating connections with significant others in reinforcing goal attainment in youth.

1.9 Literature Review of Studies Involving MI-via-CALC

Charmaz stresses, "The literature reviews and theoretical frameworks are ideological sites in which you claim, locate, evaluate, and defend your position" (Charmaz, 2006, p. 163). Holding to her precept, a literature review of studies involving MI-via-CALC follows.

Until recently, the focus of MI studies primarily has been directed toward adults (Nage, 2010); however, MI has been used in a variety of settings including schools, juvenile justice settings, and emergency rooms in consideration of adolescents (Feldstein & Ginsburg, 2006). Nevertheless, Jensen et al. (2011) maintained that their meta analysis was the first study of its kind to focus on adolescents as a treatment population, and that, before their study, “no meta-analyses have been conducted for interventions targeting adolescents” (Jensen et al. 2011, p. 433), emphasizing the relevance of much needed research in this application. This study utilized MI-via-CALC as the intervention; therefore, it was important to review the literature of this particular form of Motivational Interviewing.

In a mixed-method study to explore the obstacles to cessation of smoking in 19 – 23 year olds, Mantler et al. (2010) assessed the effectiveness of MI-via-CALC. As a result of the investigation, the researchers were conscious of the inconsistencies of MI in promoting behaviour change. They attributed these variations of results to “lack of training and the inability of health professionals to translate proficiently the principles of MI into action” (Mantler et al., 2010, p. 60). The researchers underscored the intense training that is involved in becoming a certified co-active coach as a possible explanation to the shortcomings of MI as an effective method for behaviour change.

The results of this study revealed that participants, after participating in nine 30-minute MI-via-CALC sessions over three months, were positively impacted by the experience. Affirmative gains were evidenced “in terms of cigarette dependency, average number of cigarettes smoked per day, self-efficacy, self-esteem, and smoke cessation” (Mantler et

al. 2010, p. 60). This study illustrates the promising potential of MI-via-CALC to enhance motivation through increased self-efficacy in order to affect behaviour change.

Additionally, the efficacy of co-active life coaching 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 – 55 year old men and women. Although the participants of this research differ significantly from adolescents, the context of health behaviour vis-à-vis co-active life coaching is of particular interest.

The qualitative findings produced themes that emerged from the data collected from participant interviews. These themes revealed an increase in optimism regarding a move to healthy life choices, and an enhancement of self-acceptance. The subjects were also very affirmative of their experiences while engaging in MI-via-CALC (Newnham-Kanas et al., 2008). As explicated by Irwin and Morrow (2005), the MI-via-CALC methodology uses as its theoretical underpinnings Bandura's Social Cognitive Theory. This further supports the premise of intention and subjective norm in the tenets of the Theory of Planned Behaviour (Ajzen, 1988) whereby the attitude of the individual and her perception of the attitude of others regarding ability to achieve change are critical to her realization of goals (Irwin & Morrow, 2005).

Newnham-Kanas, et al., at the conclusion of their study, revealed the potential of MI-via-CALC to promote healthy lifestyle choices positively 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. These conclusions give credibility to the potential of the MI-via-CALC model to the promotion of positive life choices in at-risk adolescents. Furthermore, mixed method research of the impact of MI-via-CALC as an intervention for obesity was conducted on five female university students, aged 17 to 24, who participated in nine, 35 minute, one-on-one sessions with a certified coach (van Zandvoort, Irwin, & Morrow, 2008).

It is acknowledged that not all subjects of the previously mentioned studies are in the age range of adolescents, and the foci do not concentrate on the risk behaviours of youth; however, of specific interest to this proposal is the outcome of MI-via-CALC in augmenting self-efficacy and positive behaviour change. The data that emerged from the studies revealed that MI-via-CALC facilitated in the improvement of self-esteem and self-acceptance. Similarly, 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 of the studies revealed the fittingness of both approaches to this population, the potential for enduring behaviour change, and emphasized the importance of client-centered approaches.

Reviewing the literature revealed a gaping hole in research about the adolescent experience of MI-via-CALC. Although MI-via-CALC research studies have been conducted on various age groups, the 13 to 17 year old range has not been studied extensively. Nevertheless, Gorczynski et al. studied the impact of MI-via-CALC on the physical activity of 12 to 14 year olds. The findings of the study determined that four out

of the five participants showed no change in physical activity levels. The researchers concluded that the lack of behaviour change might have been the result of the age of the participants, asserting that they may have been too young to realize the negative effects of inactivity, and therefore lacked the motivation to improve their physical activity level. Further, the researchers suggested that the duration and methodology of the study might have contributed to its findings.

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 at-risk youth, and partially justifies the need for a constructivist grounded theory study in this specific area of interest. An integrative literature review of Motivational Interviewing and Motivational Interviewing-via-Co-Active Life Coaching as Interventions for Positive Behaviour Change in Adolescents follows in Chapter 2.

1.10 Methodology of Proposed Study

The methodology of this research was constructivist grounded theory, as described by Charmaz (2000; 2006; 2014). I assumed a relativist ontological position (Mills et al., 2006); that is, my research reflected my conviction in multiple constructed realities (Ponterotto, 2005) that were conceptualized by individuals in a “socially and experientially based” (Guba & Lincoln, 1994, p. 110) construction. The relativist ontological position posited by constructivist grounded theory recognizes the researcher, not as an objective observer, but rather 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).

Epistemologically, constructivism denotes the subjective interrelationship between the researcher and his or her participants, and the co-construction of meaning that takes place during a constructivist grounded theory study. Further, in qualitative research, subjects are involved in the decision-making about method and direction; that is, the inquiry is a supportive progression between the researcher and the researched. Guba and Lincoln postulate about researching people in their social setting:

The evaluator must share control, however much that appears to threaten the “technical adequacy” of the evaluation. That is, the evaluator must solicit and honour stakeholder inputs not only about the substance of constructions but also with respect to the methodology of the evaluation itself (Guba & Lincoln, 1989, p. 260).

Relevant to the naturalistic inquiry paradigm of constructivism is the concept of emerging issues that come from the co-construction of data; therefore, the approach of constructivist grounded theory research is inductive and emergent:

The peculiar qualities of human thought processes and the serendipity of retrieving knowledge serve to guarantee that development of proposals will be anything but tidy. Dizzying leaps, periods of no progress, and agonizing backtracking are more typical than is continuous, unidirectional flow of events (Locke et al., 2000, p.50).

Because the constructivist grounded theory design is iterative, meaning that phenomena will become apparent as the study progresses, researcher flexibility is required to address developing ideas, opinions, feelings, and beliefs of the participants. Consequently, the number of interviews and the time of each interview are approximated; this flexibility is reflected in the Method sections of this proposal.

1.11 Researcher Background

I have had the privilege of being an educator for over twenty years, and have enjoyed the triumphs and challenges that are endemic to my profession. Through the years, I have developed a cache of understanding and perspective of adolescents; as a guidance counsellor, I immersed myself in the world of adolescents, and promoted strategies for their positive goal setting and emotional development. My naturalist inquiry (Ponterotto, 2005) took place in a setting familiar to the subjects of the study; that is, we initially met in their home and they were coached by telephone in a setting of their choosing. (See Section 4.1 – Situating the Researcher for further discussion of researcher location.)

1.12 Informant Selection

The goal of this informant selection was to include at-risk youth in research to develop an emergent theory that comes from the experiences of at-risk adolescents to MI-via-CALC. Participant recruitment took place in a parish in the northeast region of the United States. Potential participants learned about the study by way of a flyer (Appendix A) that was distributed after a religious preparatory class. Additionally, parents were made aware of the study through a flyer (Appendix B) and a brief written submission to the weekly

church bulletin (Appendix C). It was incumbent on interested teens and/or their parents to call the co-investigator. The co-investigator met individually with prospective participants and parents, handed out and discussed the Letter of Information (Appendix D), and asked that the participant and a parent/guardian sign the Informed Consent form (Appendices E and F) if they wished to proceed further with the study.

The study's final sample comprised seven adolescents between the ages of 13 and 17 years. In constructivist grounded theory studies, sample size must remain flexible (Charmaz, 2003, 2006, 2014). In addressing the issue of flexibility in sampling for grounded theory research, Stanley contends, "It is not possible to predict sample size prior to commencing a grounded theory study" (Stanley, 2006, p.73). The sample size was increased from four to seven participants when further data was required to enhance the emergent categories of this study (Charmaz, 2006). Additionally, participants were required to be English speaking, between the ages of 13 and 17 years, and willing to engage voluntarily in the eight coaching sessions and three follow-up interviews essential to this study. (See Section 4.3 – Situating the Researched for description of the participants of this study.)

1.12.1 Exclusion Criteria

Adolescents with cognitive impairments were excluded from this study, as the endeavour of this research was to establish the suitability of MI-via-CALC with those who could fully engage in, comprehend, and reflect upon the process.

1.13 Ethical Considerations

Permission for this study was sought and granted by the pastor of the church. All findings were used appropriately, as was the dissemination of data. Anonymity of all participants was maintained throughout the study and in the records and documentation. Approval of this research protocol through the Western University Research Ethics Board (WUREB) was sought and granted prior to any undertaking of this study (Appendix G). Please see Section 4.2.2 for further discussion of ethical considerations pertaining to this study.

1.13.1 Informed Consent

Prior to the initial MI-via-CALC sessions, I described the process of this study to each participant and his/her parent or guardian during a private meeting. In addition, the nature of MI-via-CALC was outlined, and a description of the coaches' qualifications was disclosed. They were given a full description of the research, its purpose, and their participation in this study (see Appendix D – Letter of Information). Participants and parents or guardians then signed the informed consent form (see Appendices E and F for Informed Consent forms). The participation requirements were clearly explained, and the participant and parent or guardian were informed that they could end the experience at any time, and withdraw from the study. The privacy, confidentiality, and anonymity of the participants was guaranteed. Parent/guardian did not take part in the MI-via-CALC sessions.

1.13.2 Data Management

The interviews were audio recorded and transcribed verbatim. The use of de-identifying pseudonyms protected participant identity. All audio recordings were stored in a locked drawer, or on a computer if the recordings were digital; my computer was password protected. Further, participants were informed that personal transcripts would be made available for their perusal, should they request to see them.

1.14 Research Plan

Informed consent was procured during a one-on-one meeting held in a private setting that was mutually convenient to the researcher, participant, and parent/guardian. A time for the initial MI-via-CALC session was confirmed with the participant, and relayed to the Certified Professional Co-active Coach (CPCC). The coaching sessions were necessary to this study, and participants and coaches were voluntary participants. The CPCCs were recruited via an email that was sent on my behalf by a representative of the Coaches Training Institute to all CPCCs in the province of Ontario. Please see Appendix H for the recruitment email; the WUREB vetted this text. Initially, thirty-six coaches expressed interest, and fourteen agreed to participate in the study. The WUREB stipulated that all volunteer CPCCs must have a Vulnerable Sector Records (VSR) Check by the Police Department in their residential district. Please see Appendix I for an example of the correspondence sent by me to the twelve interested coaches about the VSR Check. When participant recruitment was complete, a total of seven coaches committed their time and volunteerism to the study. Two coaches agreed to take two participants each, and completed the eight-week protocol. Two coaches began the coaching sessions but

stopped when their participant decided to discontinue the protocol; both coaches declined another participant. An additional three coaches completed the coaching protocol, each with one coachee.

Following this interview, each participant was introduced to a CPCC for thirty minutes by telephone. During this initial conversation, questions regarding the sessions were answered, and the designed alliance endemic to MI-via-CALC was established. After this preliminary discussion, all MI-via-CALC sessions transpired for approximately 30-45 minutes by telephone. The participant and the CPCC conversed once per week at a prearranged time. Each respondent was scheduled for eight MI-via-CALC sessions.

With consideration to the volunteer coaches and participants, eight sessions required their involvement for two months, and was ample to provide the adolescents with the experience of MI-via-CALC.

I spoke with each participant during a prearranged time, and all conversations took place in private, and in a discreet manner. Three in-depth interviews lasted for approximately 45 minutes per session, and the objective was to collect data by obtaining an account of the experiences of the youth who had engaged in MI-via-CALC. The interviews took place at the mid-way point of the coaching sessions, at the conclusion of the sessions, and approximately one month after the coaching experience concluded. The reason for this timing was to ensure that the participants had the opportunity to authenticate their short term and distal impressions of the experience of MI-via-CALC. All interviews were audio recorded, and the data was transcribed verbatim after each interview. The purpose of these in-depth interviews was to accumulate rich data in order to obtain pertinent detail about the teenage perspective of the MI-via-CALC experience to personal goal setting

and positive behaviour change. Charmaz recommends, “Qualitative researchers should gather extensive amounts of rich data with thick descriptions” (Charmaz, 1995, p. 257). Robust description and full explanation of case studies and data ensued (Charmaz, 2000).

1.15 Constructivist Grounded Theory Method

Throughout this research study, I included the method congruent with constructivist grounded theory. During this process, I was mindful that the constructivist approach “places priority on the phenomena of study and sees both data and analysis as created from shared experiences and relationships with participants” (Charmaz, 2006, p. 130).

The following subsections provide an overview of the method of constructivist grounded theory; however, Chapter 3 comprises a detailed explanation of the history, tenets, necessary elements, and appropriateness of this research paradigm for future studies involving adolescents. Further, Chapter 5 expands the terminology and offers description of the constructivist grounded theory strategies used in this study.

1.15.1 Intensive Interviewing

During this study, I invited the respondents to participate in the exploration of feelings and experiences. Respondents were encouraged to interpret their encounter with MI-via-CALC as it shaped their self-efficacy. During the intensive interviewing, I practiced reflexivity, encouraged open interaction, fostered conversation, and listened with non-judgment. The questions were broad and open-ended to promote discussion, and also focus on significant statements as they evolved. Additionally, the research questions helped the respondents to clarify their meanings and intentions, and to go beneath the

surface to elucidate concepts and explanations. Throughout this process, I promoted openness by drawing on a natural curiosity and an inherent respect for the respondents. Examples of interview questions are listed in Appendix J.

1.15.2 Coding of the Interview Transcripts

Charmaz describes grounded theory coding as the “analytic frame from which you build the analysis” (Charmaz, 2006, p. 46). She further elucidates that it is through the process of coding that the researcher finds meaning and direction from the data. When initiating coding, Charmaz stresses the importance of being open to all possibilities regarding researcher learning and the direction that the theory may take (Charmaz, 2006). Coding entices ideas, thoughts, and analysis of the data; codes “are tools to think with” (Coffey & Atkinson, 1996, p. 32).

Charmaz endorses the use of “words that reflect actions” (Charmaz, 2006, p. 48) when first coding. This way, the researcher is not tempted precipitately to grip preconceived theories before the analytic process is complete. Also, this observance of open coding as the initial process allows ideas to emerge from the data (Charmaz, 2006). Charmaz additionally acknowledges that the researcher has experiences and skills that she brings to the process, but that being reflexive and keeping open to what evolves from the data is fundamental to this initial stage of coding. Furthermore, Charmaz directs the researcher to recognize areas that need further data, and to look for gaps in the research; it is through this discovery process that the construction of theory begins to take place (Charmaz, 2006). She recommends “speed and spontaneity” when initially coding, because

inventive and novel ideas are often generated through brief, straightforward, active coding.

After I created codes, I categorized them in order to enhance ideas, thoughts, and analysis of the data. Consistent with constructivist grounded theory, data collection and data analysis ensued concurrently. Through the use of open coding, I intellectualized abstract constructs that emerged from the data. This was the first step in organizing data in order to deal with the volume of material that came from the interviews. I used an inductive approach to analyzing codes that was assigned to a line-by-line analysis of the transcripts. In this initial stage of coding, I scrutinized fragments of the raw data and identified categories of information that applied to the data. “What to code, or what categories to create, will always partly depend on the intent of your data analysis” (Coffey & Atkinson, 1996, p.32). This process is not a tidy one; a single line or segment of data had the potential of several codes attached to it, reflecting the multiplicity of issues that can arise simultaneously (Coffey & Atkinson, 1996). Charmaz explains that line-by-line coding facilitates in providing a direction; once a process is identified, the researcher can go back to coded data from previous respondents to look for congruent data, or look to new respondents to see if the process surfaces in their experiences (Charmaz, 2006; 2014). Charmaz further encourages incident-to-incident coding appropriate. In addition, *in vivo* codes were used to capture the terminology of the participants. *In vivo* codes are efficient in that they condense social constructs and the current understood meanings of words. Charmaz exemplifies *in vivo* codes that reflected participant intentions and actions in such phrases as “‘taking one day at a time’, and having ‘good days’ and ‘bad days’” (Charmaz, 2014, p. 135). *In vivo* codes act as shorthand for the participant and the

researcher. Section 5.8.1 further explains *in vivo* codes, and Table 11 provides examples 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; then I could begin to conceptualize a theoretical framework (Charmaz, 2003; 2014). Once the selective codes were categorized, and “patterns, themes, and regularities” (Coffey & Atkinson, 1996, p. 37) were identified, the movement to theorizing was made. However, it is not until the major categories are finally integrated to form a larger theoretical scheme that the research findings take the form of theory. Selective coding is the process of “integrating and refining categories” (Strauss & Corbin, 1998, p.143). Charmaz also recommends the use of axial coding, whereby the data fragments are related to a specific concept. “In axial coding, categories are systematically developed and linked with subcategories” (Strauss and Corbin, 1998, p. 143). Charmaz explains, “I have developed subcategories of a category and showed the links between them” (Charmaz, 2006, p. 61). This methodical process of organizing concepts leads to analysis. Throughout this analytic process, I constantly compared the codes and the data to expand on themes and categories.

1.15.3 Constant Comparison

The method of constant comparison analysis is described by Charmaz (1983) as a major technique in constructivist grounded theory that compares 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).

Constant comparative analysis hones the researcher's view of the data, which then enables a deeper understanding of the experiences of the respondents. Through this process, theoretical ideas begin to come into view. I recognized this method as a fundamental feature of grounded theory that required data to be compared, grouped, sorted, and coded; therefore, the implementation of constant comparison method was an integral component of this study.

1.15.4 Core Category

Through the process of coding, a central or core category emerges from the other categories and themes of the study. Constant comparative analysis is used to invoke emergent themes that lead to the core category or the central theme of the study. "Discovery of the core category is a requirement for a quality grounded theory study" (Stanley, 2006, p. 70) and is the root source for creating theory; when this core category becomes apparent, it takes on the central point of the grounded theory. The core category unites all of the aspects of the theory, and a theoretical construction takes form. It becomes the essential concentration of the research, and emerges from many other categories to become the focal point of the study. I interacted with the data to "give voice [to the construction of theory from the participants' experiences] albeit in the context of [my] own inevitable interpretations" (Strauss & Corbin, 1994, p. 281), to construct collaborative elucidations of the adolescent experience to coaching. The core category specific to this study is presented in Section 5.13 and discussed throughout Chapters 6 and 7.

1.15.5 Symbolic Interactionism

Grounded theory connects to the tenets of symbolic interactionism in that both presuppose that people make sense of their world through social interactions, and that reality is a social construct (Stanley, 2006). Grounded theory researchers focus on the inter-relatedness of individuals in terms of their specific vision of being-in-the-world (Heidegger, 1962; Stanley, 2006). Moreover, symbolic interactionism “is a foundational part of coactive coaching” (Longhurst, 2006, p. 63). In this study, I focused on the hermeneutic dimensions of the respondents’ everyday world (Heidegger, 1962) and provided vivid and rich detail of the processes by which respondents made sense of themselves in their lived experience. This was achieved by focusing on the data collected from the intensive interviews. Further explanation of symbolic interactionism is provided in Section 3.3.18.

1.15.6 Emergent Theory Building

When expounding on grounded theory methods, Strauss and Corbin (1994) insist that the study must include the standpoints of its respondents (Mills et al., 2006) and that theories are developed from “interpretations made from the given perspectives as adopted or researched by the researchers” (Strauss & Corbin, 1994, p. 279). Further, this key feature of grounded theory involves the emergence of concepts from the data, which requires researcher flexibility and acceptance to fluctuating ideas. In keeping with this notion, I was clearly committed to mirroring respondent experiences and developing a theory that was inductive and interpretive. Charmaz offers as a distinction of constructivist grounded theory, “...we must go further than surface meanings or presumed meanings” (Charmaz,

2003, p. 275). She suggests creativity of expression to represent the developing conceptual analysis of data while being current with the experiences of respondents. In keeping with this notion, I endeavored to approach the research from a place of genuine curiosity and discovery.

1.15.7 Theoretical Sampling

As I began to construct theory from the interaction with the study data, gaps in the data collection became apparent. In these cases, theoretical sampling was utilized to collect specific material that fortified the emerging theory. “The aim of this sampling is to refine ideas, not to increase the size of the original sample ... Although we often sample people, we may sample scenes, events, or documents, depending on the study and where the theory leads us” (Charmaz, 2003, p. 265). In order to achieve thickly textured description from the data, it was incumbent on me to continue to sample as described above until I was satisfied with the outcomes. Promoting this idea, Charmaz explains, “We use theoretical sampling to develop our emerging categories and to make them more definitive and useful” (Charmaz, 2003, p. 265). My aim was to add consistency and depth to the research; thus, I provided examples from memos and transcripts to verify the use of theoretical sampling to patch holes and to add to theory development.

1.16 Strategies for Trustworthiness

Due to the iterative process of data collection and analysis involved in grounded theory, various approaches were practiced to ensure that the developing theory was co-

constructed by the participants and me. The following strategies were observed to ensure data trustworthiness.

1.16.1 Reflexivity

Charmaz (2006) describes reflexivity as the researcher's self-inspection of decisions, ideas, research techniques, constructions and interpretations. Reflexivity is thought to enhance the rigour of a study because it calls upon the researcher to examine her influence on the data. Further, Stanley encourages the use of reflexivity to "achieve a far more intense insight" (Stanley, 2006, p. 70). To add meaning, perspective and interest to this study, examples of my reflexive interaction are included. I paid particular attention to the assumptions that I may have made about the participants' meanings. Because of my location to this study, rigorous deliberation was given to the power imbalance; further, a reflexive concentration was fulfilled to ensure that the research relationship did not shape the findings (Finlay, 2002). However, in constructivism, "both the researchers and research participants interpret meanings and actions" (Charmaz, 2006, p. 131); therefore, the interpretative process was collaborative between my participants and me.

1.16.2 Member Checking

Member checking is a method that is used to test the interpretations of the researcher. I verified my interpretations of data with a sample of informants; in doing so, the intended meanings of the respondents was checked with my interpretations to ensure consistency. Throughout the study I was mindful of Charmaz's clarification, "Constructivists attempt

to become aware of their presuppositions and to grapple with how they affect the research” (Charmaz, 2006, p. 131).

1.16.3 Saturation

The point at which “gathering more data about a theoretical category yields no new properties or adds no further theoretical insights about the emerging grounded theory” (Barker et al., 2010, p. 32) is referred to as theoretical saturation. I conducted interviews and sought categories and themes from the data until saturation was reached. “Categories are saturated when gathering fresh data no longer sparks new theoretical insights, nor reveals new properties of these core theoretical categories” (Charmaz, 2006, p.113).

1.16.4 Memo Writing

Addressing the importance of memo writing to constructivist grounded theory, Charmaz explains, “Memos help the grounded theory researcher grapple with ideas, set an analytical course, define relationships among categories, and gain a sense of confidence and competence” (Charmaz, 2003, p.263). Memo writing, coding and data transcribing took place simultaneously. As ideas from the data surfaced, I recorded my insights so that they were not forgotten; these notes were informal and spontaneously written. Further, the memos were sorted and supplemented with additional deliberation while the theory was being developed (Grbich, 1999). The memos were cross-referenced with the theoretical underpinnings of this study, not to force the data, but to “draw on in the act of theory development” (Mills et al., 2006, p.4). Examples of my memos are presented in boxes and included throughout Chapters 5, 6, and 7 for the purpose of authenticating this

process, and to explicate the breadth and depth of the research process. Also, Sections 3.3.23 provides further discussion of Memo Writing.

1.16.5 Audit Trail

Contained in this study is description of the research progress; I included diagrams or maps of codes, and documentation of my thoughts and reasons for the evolving process (Ballinger, 2006). Please see Section 4.1 for an explanation of my treatment of reflexivity.

1.17 Limitations of this Study

One of the limitations of this study was lack of commitment by participants. Specifically, two participants decided to drop out of the study, and one reluctantly continued with the study because of parent expectations. Further, responses to interview questions may have been influenced by the respondent's mood at that moment rather than reflecting legitimate experiences. I attempted to diminish the influence of my biases by member checking with the participants of the study; however, the potential exists that my predilections may have impacted the findings. Further discussion of the limitations of the study is found in Section 8.3.2.

1.18 Relevance

In order to become self-directed in goal actualization, adolescents need to be supported through the discovery process. MI-via-CALC may be a worthwhile methodology to enhance motivation and self-efficacy in adolescents. Further, the constructivist grounded

theory that developed from this study may prove to be relevant to educators and parents who are concerned about lack of direction and impetus in adolescents to actualizing success in education and life. Further discussion of the relevance of this study is found in Section 8.2.

1.19 Chapter Organization and Development

This dissertation is made up of 8 chapters. Chapter 2 is an integrative review of the related literature for the complete study. Chapter 3 is a presentation of the methodology of constructivist grounded theory and the fittingness of its method to the study of the adolescent experience of MI-via-CALC. Chapter 4 provides description of the researcher, the theoretical framework, and the participants. Chapter 5 is an expansion of the tools and the iterative process of constructivist grounded theory. Chapter 6 develops the core category, the concepts, categories, and subcategories of the findings of the study. Chapter 7 is an explanation of the processes of the conceptualized constructivist grounded theory. Finally, Chapter 8 evaluates the study, its contributions, strengths and limitations, and submits recommendations for future studies.

Chapter 2

[An] integrative literature review addresses new or emerging topics that would benefit from a holistic conceptualization and synthesis of the literature to date.

(Torraco, 2005, p. 357)

2 An Integrative Literature Review of MI and MI-via-CALC as Interventions for Positive Behaviour Change in At-Risk Adolescents

An integrative literature review permits the inclusion of assorted methods, experimental and non-experimental studies, and data from theoretical and empirical literature to augment a holistic understanding of a particular topic. As a result, a well-executed integrative literature review may contribute to the development of theory and have applicability to practice, and potentially inform research and policy (Whittemore & Knafl, 2005). An integrative literature review gleans information about a specific topic by identifying, analyzing and synthesizing “results of independent studies on the same subject” (Tavares de Souza, Dias da Silva, & de Carvelho, 2010, p. 103), and presents a fully integrated report of key concepts and overall conclusions about that subject (Ganong, 1987). Further, an integrative review examines previous literature “with a

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particular lens defined by the articles objectives” (Torraco, 2005, p. 361), and does not scrutinize every feature of previous research (Torraco, 2005). This integrative literature review examined ten research articles that share in common motivational interviewing (MI) as a solution-focused intervention for positive behaviour change in adolescents.

Also, nine articles that focused on motivational interviewing-via-co-active life coaching (MI-via-CALC) as an intervention to positive personal behaviour change were reviewed.

Due to the complex and challenging task of integrating and comparing findings from varied data sources, a methodology that addresses rigour must be well established. The stages of an integrative report delineated by Ganong (1987), Cooper (1989), and updated by Whitemore and Knafl (2005), were included to enhance rigour in this integrative review. The stages of this integrative review are outlined below.

Table 1: Stages of Integrative Literature Review

Problem Identification	<ul style="list-style-type: none"> • Formulate research question (may be revised) • Clearly identify the review purpose • Determine variables of interest (i.e., concepts, target population, problem)
Literature search	<ul style="list-style-type: none"> • Delineate appropriate sampling frame (i.e., type of studies and literature included) • Establish inclusion/exclusion criteria (iterative) • Conduct literature review with purposive sampling and comprehensive search
Data evaluation	<ul style="list-style-type: none"> • Read studies; collect and record data information

	<ul style="list-style-type: none"> • Reduce separate data points into unified statement about research problem
Findings	<ul style="list-style-type: none"> • Systematically analyze and interpret data
Conclusion	<ul style="list-style-type: none"> • Discuss conclusions • Present limitations

2.1 Problem Identification

2.1.1 Research Question

The initial questions that guided the literature search were:

- What is the impact of MI and MI-via-CALC as interventions to positive behaviour change in youth engaging in risk behaviour?
- What information related to the facility of MI and MI-via-CALC in relation to at-risk adolescents has emerged from the literature between 2000 and 2014?

It is advised, however, that the questions for an integrative literature review are iterative, in that the researcher must examine the studies before finalizing the guiding questions (Jackson, 1980). Upon examination of the literature, it appears that the above questions are broad; therefore, the focus of this integrative review follows:

- In relation to the concepts of treatment fidelity and counselor/client rapport, self-efficacy, and subjective norm, what is the potential of MI to positive behaviour change in adolescents engaging in risk behaviour?

- What are the implications for practice, theory development, and research of MI-via-CALC as a motivational intervention in the facility of self-actualization, perceived self-efficacy and positive behaviour change in at-risk adolescents?

2.1.2 Purpose

The purpose of this integrative literature review is to synthesize findings of previous research studies about the impact of MI as an intervention to positive behaviour change in adolescents who engage in risky behaviour, and to appraise current information about the possibility of MI-via-CALC as an intervention to enhance self-efficacy and motivation in adolescents. Additionally, implications for practice and further research in relation to the impact of MI and MI-via-CALC as interventions to positive behaviour change in adolescents were addressed. This review is intended to present information about *a priori* research, and not to concentrate predominantly on results (Ganong, 1987).

2.1.3 Rationale

The divide between what adolescents know to be true and their behaviour choices is sometimes vast (Aronowitz, 2005). The damaging results of risk behaviour are far reaching for the individual and society (Sullivan, Childs, & O'Connell, 2010). The persistence of some youth to unhealthy behaviour suggests that further investigation of effective interventions is a worthwhile undertaking. Interventions that reduce risky behaviour in youth usually have a positive effect on self-efficacy beliefs (Schwarzer & Luszczynska, 2005). From this perspective, MI and CALC will be investigated as possible behaviour interventions for adolescents.

2.1.4 Problem

Social and educational stressors are often overwhelming to adolescents. Bombardment of social pressures, physical and biological changes, rigours of secondary education, and family expectations can contribute to feelings of incompetence and inadequacy (Lerner, Lerner and Finkelstein, 2001). Consequently, an increase in unhealthy activities such as unprotected sex, crime and violence, alcohol and drug abuse, and disconnection from school become possible (Aronowitz, 2005). Negative outcomes that result from risky behaviour lead to familial and social sanctions, and youth become further detached from personal growth and success (Osterman, 2000). Adolescents who are involved in negative behaviour are more likely to leave school before graduating, and encounter the challenges of unemployment, incarceration, poverty, and single parenthood (Glass & Rose, 2008).

2.1.4.1 Non-Graduate Implications for At-Risk Adolescents

A report from the Canadian Council on Learning (CCL) detailed the tangible outlay for dropping out of high school (CCL, 2009). This report cited a lifetime income loss of over \$100,000 to those who do not achieve a secondary school diploma. In addition, a correlation of poor health and high school dropouts was conveyed. The prevalence of a range of illnesses experienced by those who do not complete high school, including coronary heart disease, mental illness, cancer, obesity, and diabetes, was referenced in the report. Morbidity and mortality costs were estimated to be \$8,000 per year to those who drop out of high school, and findings also denoted an increase in stress and a decline in quality of life (Taylor & Turner, 2002). Significantly, the number of high school

graduates in Ontario in 2014 was 84% (Canadian Press, 2015), ostensibly revealing a considerable group of disengaged young people. The consequences of leaving school in lieu of graduating necessitate the design of interventions to motivate and engage students to goal fulfillment (Hadraba, 2011). In this integrative literature review, MI and MI-via-CALC will be examined as a potentially effective behavioural intervention for adolescents. Cultivating self-directedness should be a joint venture of adolescents and the society in which they belong (Bandura, 1989), and MI and MI-via-CALC may prove to be valuable interventions in this combined interest.

2.1.5 Adolescent Risk Behaviour

Concentrating on the academic needs of adolescents is important to self-development and self-efficacy; however, attention must be given to risk behaviour of youth. Adolescent risk behaviour comprises many domains, including individual, social, and community (Sullivan et al., 2010). A faction of youth is jeopardizing their mental and physical health by making poor and often debilitating choices. When assessed by conventional health markers, North American adolescence is usually a healthy time of life. Mortality and morbidity in this age group are principally caused by behaviour that place teenagers at risk of long-term negative health outcomes or death (Aronowitz, 2005). Vehicle accidents, homicide, and suicide are the leading causes of death in teenagers (Centers for Disease Control and Prevention, 2012). The risk of withdrawing from school involvement, participating in unprotected sex, drug and alcohol abuse, drinking and driving, engaging in criminal and violent acts can cause more than physical harm. Youth who are involved in risk behaviour can

jeopardize the accomplishment of normal developmental tasks, the fulfillment of expected social roles, the acquisition of essential skills, the achievement of a sense of adequacy and competence, and the appropriate preparation for transition to the next stage in the life trajectory, young adulthood (Jessor, 1991, p. 599).

2.1.6 Problem Behaviour Syndrome

Jessor points to problem behaviour syndrome as a social-psychological framework drawn from Rotter's social learning theory (Jessor, 2001). He postulates, "Problem behavior proneness in the perceived environment system includes low parental disapproval of problem behavior, high peer approval of problem behavior, high peer models for problem behavior, low parental controls and support, low peer controls, low compatibility between parent and peer expectations, and low parent (relative to peer) influence" (Jessor, 2001, p. 2). This concept aligns with Bandura's premise of perceived self-efficacy and motivation (Bandura, 1989) as well as the subjective norm, as explicated by Ajzen (1991).

Description of the theories of Bandura and Ajzen follows. Jessor explains that problem behaviour is more likely in youth who do not value education and are critical of society and themselves. Further, he states that youth who are alienated and experience low self-esteem and values are prone to engagement in problem behaviour. Youth who are involved in one problem behaviour are likely to become engaged in various problem behaviours because of the social norms of the group, defiance of standard ways of behaving, and the lack of parental control (Jessor, 2001).

2.2 Theoretical Framework of this Study

During the initial stages of the review process “the reviewer should delineate the relationships between the variables under study” (Russell, 2011, p. 3). Throughout the literature search phase, a theoretical framework may act as a guide to fittingness of results in the process of knowledge development (Russell, 2011). In this integrative literature review, motivation vis-à-vis self-efficacy, subjective norm, treatment fidelity, and the counsellor/client relationship will be conceptual considerations when examining the connection of literature.

2.2.1 Self-Efficacy and Motivation

In his premise of Social Cognitive Theory, Bandura (1989) points to development as life long, and his analysis focuses on the psychosocial functioning of the individual. He stresses that self-directedness is dependent on an individual’s “development of competencies, self-belief of efficacy to exercise control, and self-regulatory capabilities for influencing one’s own motivation and actions” (Bandura, 1989, p. 8). He further postulates that one will be self-motivated only if one perceives self-efficacy to goal attainment. That is, people who doubt their abilities may become easily discouraged by the possibility of failure; however, those who succeed in challenges that are perceived as attainable, may be more likely to progress steadily to the desired end goal. The benefit of accomplishment at the initial stages of an endeavor is critical to self-efficacy.

Bandura clarifies that people become interested in engaging in goal attainment when they experience a sense of satisfaction and pride; self-motivation is the outcome. As people

face obstacles, amalgamated efforts by trusted others to persuade and support are helpful to their judgment of self-efficacy. This concept is similar to the notion of subjective norm, explicated in Ajzen's Theory of Planned Behaviour (Ajzen, 1988), which will be described in further detail. Direct reinforcement by others has a powerful impact on present goal attainment, and more importantly, on the development of self-efficacy that equips a person for future initiatives.

2.2.2 Theory of Planned Behaviour and Intention

In his Theory of Planned Behaviour, Isek Ajzen refers to a person's intention to perform a behaviour as a pivotal influence on motivation (Ajzen, 1991). Ajzen expounds that the determinants of an individual's attention and actions are "behavioral beliefs which are assumed to influence attitudes toward behaviour, normative beliefs which constitute the underlying determinants of subjective norms, and control beliefs which provide the basis for perceptions of behavioral control" (Ajzen, 1991, p. 189). Further, he postulates that an individual's perception of the outcome of a performed behaviour has an impact on attitude; that is, if the outcome is predicted to be positive, the attitude toward the performance will be positive. In addition, if people who are important to the individual see an action as meaningful, the individual will be motivated to perform the act. This subjective norm (Ajzen, 1988; 1991) is deemed a powerful indicator of intent to perform an action (Irwin & Morrow, 2005). Finally, intention and motivation to complete an action rests on the individual's discernment of its difficulty and his or her ability to successfully complete the task (Ajzen, 1988). This integrative literature review will focus

on the importance of perceived self-efficacy and parental involvement as the subjective norm.

Further discussion of the theoretical and conceptual framework of this study is available in Section 4.5. Also, explanation of MI and MI-via-CALC was presented in Sections 1.6 and 1.7.

2.3 Literature Search

To augment the rigour of the integrative review, a well-defined approach to the literature search is essential (Whittemore & Knafl, 2005); to that end, the following strategies were advanced.

2.3.1 Sample Frame

A comprehensive literature search using psychological, educational and medical databases was conducted to collect past pertinent research of motivational interventions for adolescent risk behaviour. Specific databases included in this search were PsychINFO, ERIC, and CINAHL. Additionally, a Boolean strategy for abbreviated and full keywords was employed. Due to the two fold purpose of this integrative review, two distinct searches were completed as follows. To address the first question of this review, search words included *motivational AND interview OR intervention AND at risk adolescent or teenager*. The initial search yielded 27,141 articles. Additionally, a search was conducted to uncover information concerning the second question of this review; that is, what is the current research on MI-via-CALC as an intervention for positive behaviour change in adolescent risk behaviour. Search words included *adolescents AND co-active*

coaching OR *co-active life coaching* AND *at risk youth* OR *risky behaviour*. This search yielded 0 results. The search was then extended to an advanced search of the Western University Library. Search words included *adolescent risk behaviour* AND *co-active life coaching*; again, the search yielded 0 results with no limiters. The search was then extended to *MI-via-CALC*. Additionally, an ancestry approach to literature searching, a technique recommended for integrative literature reviews (Russell, 2011), was utilized to find research articles through an investigation of the reference lists of other pertinent articles and reviews.

2.3.2 Inclusion and Exclusion Criteria

Studies were included if MI or MI-via-CALC was used as a sole intervention or as an adjunct to another treatment. Studies focused on adolescents between the ages of 12 and 19 years, who had no co-morbidities. Furthermore, studies were included if they were peer reviewed and published in English between the years 2000 and 2014. Empirical and theoretical literature were included (Cooper, 1998; Ganong, 1987; Whittmore & Knafl, 2005).

Studies that incorporated a sample of adolescents and other-aged participants were excluded from the review of MI as an intervention for positive behaviour change.

Studies that investigated MI-via-CALC as an intervention were not excluded if they involved adults; in fact, the search was extended to all ages, due to the lack of studies comprising adolescents. Additionally, studies that involved participants with cognitive impairments or learning exceptionalities were excluded from both searches, as the endeavour of this review was to establish the suitability of the intervention with those

who could fully comprehend the process. Studies that involved group interventions exclusively were included in this review.

The result of the first literature search yielded 14 articles. Careful deliberation was given to the suitability of each article, and further articles were reduced because of single sex sample sets and lack of descriptive detail. Additionally, studies that did not include at least a one-month follow-up were excluded. The final result of the literature search produced ten research articles involving MI. The included studies are outlined in the table below.

Table 2: Data Collection of MI Related Articles

Author(s)/year/country	Sample	Design and Follow-up	At Risk Behaviour	Outcome
Audrain-McGovern et al. (2010) (USA)	Ages: 14 – 18 years (N = 355)	RCT 7 day, 12 week and 24 week follow-up	Cigarette smoking	No effect
Baer et al. (2007) (USA)	Ages 13 – 19 years (N = 127)	RCT 1 and 3 month follow-up	Substance use: alcohol, marijuana, cocaine, amphetamines, tranquilizers	No effect
Colby et al. (2005) (USA)	Ages: 14 – 19 years (N = 85)	RCT 1, 3, 6 month follow-up	Cigarette smoking	Positive effect
Colby et al. (2012) (USA)	Ages: 14 – 18 years (N = 162)	RCT 1, 3, 6 month follow-up	Cigarette smoking	No effect

D'Amico et al. (2007) (USA)	Ages: 12 – 18 years (N = 42)	RCT 3 month follow-up	Substance use: alcohol and marijuana	Positive effect
Enea and Dafinoiu (2009) (Romania)	Ages: 16 – 17 years (N = 46)		Truancy	Positive effect
Grenard et al. (2006) (USA)	Ages: 15 – 17 years (N = 18)	RCT 3 month follow-up	Substance use: alcohol, drugs (marijuana, ecstasy, methamphetamine)	Positive effect
Knight et al. (2005) (USA)	Ages: 14 – 18 years (N = 33)	3 month follow-up (2 x 60 minutes)		Positive effect
Martin and Copeland (2007) (Australia)	Ages: 14 – 19 years (N = 40)	RCT 3 month follow-up	Marijuana use	Positive effect
McCambridge et al. (2011) (UK)	Ages: 16 – 19 years (N =416)	Cluster RCT 3 and 6 month follow-up	Marijuana use	No effect
Stein et al. (2006) (USA)	Ages: 14 – 19 years (N = 105)	RCT 3 month follow-up	Alcohol, marijuana, driving	Positive effect

Further, the literature search yielded nine research articles involving MI-via-CALC.

Those articles are listed in the table below.

Table 3: Data Collection for MI-via-CALC Related Articles

Author(s)/year/country	Sample	Method and	At Risk Behaviour	Outcome
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		Follow-up		
Gorczynski, P., Morrow, D., & Irwin, J. (2008) (Canada)	Ages: 12-14 years (N = 5)	Six 30 minute MI-via-CALC sessions	Physical Inactivity	No effect
Mantler, T., Irwin, J., & Morrow, D. (2010) (Canada)	Ages: 35-55 years (N = 20)	Six to eight 35 minute MI-via-CALC sessions	Obesity	Positive effect
Mantler, T., Irwin, J., Morrow, D., Hall, C., & Mandich, A. (2014) (Canada)	Ages: 19 – 29 years (N = 35)	Eight to ten 30 minute MI-via-CALC sessions with 3, 6, 12 month follow-up	Cigarette smoking	Positive effect
Newnhan-Kanas, C., Irwin, J., & Morrow, D. (2008) (Canada)	Ages: 19 – 28 years (N = 9)	Nine MI-via-CALC sessions with 1, 3, 6 month follow-up	Cigarette smoking	Positive effect
Newnhan-Kanas, C., Irwin, J., Morrow, D., & Battram, D. (2011) (Canada)	Ages: 35 – 55 years (N = 8)	Eighteen 35 minute MI-via-CALC sessions, with 6 month follow-up	Obesity	Positive effect
Newnhan-Kanas, C., Irwin, J., & Morrow, D. (2011) (Canada)	Ages: 35 – 55 years (N = 8)	Eighteen 35 minute MI-via-CALC sessions, with 6 month follow-up	Obesity	Positive effect

Pearson, E., Irwin, J., Morrow, D., & Hall, C. (2012) (Canada)	Ages: 18 – 24 years (N = 45)	Twelve MI-via-CALC sessions, with 3 and 6 month follow-up	Obesity	Positive effect
Pearson, E., Irwin, J., Morrow, D., Battram, D. & Melling, J. (2012) (Canada)	Ages: 18 – 24 years (N = 45)	Twelve MI-via-CALC sessions, with 3 and 6 month follow-up	Obesity	Positive effect
van Zandvoort et al. (2008) (Canada)	Ages: 17 – 24 (N = 5)	Nine 35 minute MI-via-CALC sessions	Obesity	Positive effect

2.4 Data Evaluation

The synthesizing of literature in an integrative review is creative, and presents an innovative perspective of previous research; the reviewer “weaves the streams of research together to focus on core issues rather than merely reporting previous literature” (Torraco, 2005, p. 362). Further, the researcher endeavours to present a unique interpretation or abstraction of the literature under study; the purpose of the synthesis is to develop a new element to existing theory, or provide stronger evidence of something, or an assertion for further study (Whittemore & Knafl, 2005; Zimmer, 2006). In this integrative literature review, *a priori* research about MI and MI-via-CALC as interventions to positive behaviour change was examined for inclusion and exclusion

criteria, and for relevance to the interests of the researcher. Due to the aggregative interest of this review, the data was analyzed using inductive content analysis; that is, the researcher's experience in collecting and analyzing the data shaped the emerging themes and focus of the literature (Creswell, 2007). The articles were read completely, and main ideas and themes were identified. Preliminary coding and memo writing about the codes, comparisons of data and emerging ideas were completed in the literature margins and additional paper; however, as synthesizing and theorizing (Morse, 2004) continued to develop and become more complex, post-it notes, large sheets of paper, binders of information and a file of ideas were extended. A constant comparison method was used to distinguish themes and relationships from extracted data (Glaser, 1978). In order to ensure rigour, an audit trail was collected. The purpose of this analytic process was to reveal new conceptualizations from the data of primary sources.

2.5 Findings

This integrative review presents MI studies in the first section and MI-via-CALC studies in the second section, as follows.

2.5.1 Motivational Interviewing

Until recently, the focus of MI studies primarily has been adults (Nage, 2010); however, MI has been used in a variety of settings including schools, juvenile justice settings, and emergency rooms in consideration of adolescents (Feldstein & Ginsburg, 2006).

Nevertheless, Jensen et al. (2011) maintain that their meta-analysis was the first study of its kind to focus on adolescents as a treatment population, and that, before their study,

“no meta-analyses have been conducted for interventions targeting adolescents” (Jensen, et al., 2011, p. 433), emphasizing the relevance of much needed research in this application.

As discussed below, selective coding lead to themes that emerged from the data.

2.5.1.1 Theme 1: MI Treatment Fidelity and Counsellor/Client Rapport

Carl Rogers (1959) stressed that the function of the counsellor is to promote natural change in the client by focusing on adequate empathy without imposing personal ideals, non-possessive warmth, and authenticity. Specifically, a collaborative relationship between counsellor and client in the MI relationship is the general objective when the goal is to augment the intrinsic motivation of the client (Miller & Rollnick, 2002).

Further, genuine empathy of the therapist is integral to the efficacy of MI to positive behaviour change (Miller et al., 1980). Equally fundamental to the intervention is the spirit of MI, which is shared rather than dictatorial (Rollnick & Miller, 1995). The literature of this review revealed moderate variations in the findings regarding MI effectiveness; conjecture that this may have been due to the quality of the counselor-client relationship is in keeping with the preceding discussion. Data was coded for the theme of treatment fidelity and counselor/client rapport.

In their study of MI as a solution-focused intervention for reducing truancy, Enea and Dafinoiu (2009) studied nineteen 16 to 17 year olds. The researchers found that the “quality of counsellor-client relationship in the first session was a good predictor for the students staying in the program and for the final result of the counselling process” (Enea

& Dafinoiu, 2009, p. 194). Grenard et al. (2007) concurred in their summation of the treatment group in their study of the feasibility of administering brief intervention to at-risk adolescents who engaged in drug use. The treatment participants met with one of two interventionists for MI sessions that took approximately 25 minutes. When asked in an evaluation questionnaire if they would be willing to talk with the interviewer again, the participants provided positive responses and showed a readiness to engage further in the interview process. Grenard et al. acknowledged that reduction of drug use among the members of the control group might have been ascribed to the interview, enhancing *a priori* theory that the efficacy of MI to promote positive behaviour change was due in part to the competencies of the interviewer (Miller et al., 1980).

On the other hand, Baer et al. (2007), in their study of intervention to positive behaviour change in drug usage by homeless adolescents, found that the impact of MI was “not robust” (p. 585); however, counsellors provided positive ratings regarding the development of rapport with participants. Further, the study indicated that John Baer, researcher, who reviewed audiotapes of the sessions for treatment fidelity, trained the counsellors in MI. Unclear, however, were the level of training and the skills of the three master’s-level counsellors. Additionally, of the 66 youth assigned to treatment, only 31 completed all four sessions of the RCT. This may have contributed to the lack of effect of MI as a motivational intervention. Addressing the fidelity of treatment in their study, Audrain-McGovern et al. (2011) commented that values were “less than ideal on two fidelity metrics, [which] slightly reduced the confidence” (p. 110) of their findings. They further stated that participants who received MI were 60% less likely to try to quit smoking than the comparison group who received structured brief advice; however, MI

treatment focused on cigarette reduction, not cessation. Perhaps the ambiguity in the findings of these studies was due to insufficient training of the MI interventionists, or to the quit, not reduction, rates.

In their 2005 study of MI as a possible intervention for adolescent cigarette smokers, Colby et al. addressed treatment fidelity and patient ratings of counsellor rapport. The researchers described the rigorous training program required of the interventionists; correspondingly, patient ratings of counselor rapport and empathy were high. Further, at the six-month follow-up, patients who received MI treatment reported more motivation to quit smoking than did the comparison group. In a subsequent study, Colby et al. (2012) added a one week booster telephone session, and a brief parent intervention to enhance MI. (Please see further discussion of parent involvement in the subjective norm section that follows.) The results were consistent with their previous study; that is, the MI respondents reported a significant reduction in the amount of cigarettes smoked in a day. Further, the respondents assigned high ratings to the interventionists, describing them as empathic and helpful. The positive outcome of these studies may be due to the rigorous MI training program for the interventionists, and their consequential ability to establish rapport with the participants.

Similar to the results of the studies by Colby et al. (2005), and Colby et al. (2012), D'Amico et al. (2008) and Knight et al. (2005) found that youth who completed MI reported a reduction in incidents of substance use, driving after drinking alcohol, and consuming alcohol. The latter two studies also provided details about the diligence of the interventionists' training program and the high ratings by the participants regarding their satisfaction with the intervention and the interventionists. In addition, Martin and

Copeland (2008) found that the intervention participants of their study reduced their use of drugs by 20 days in a 90-day period. This was compared to a reduction of 1.2 days in the control group. Of particular value in the pursuit of effective adolescent behaviour change interventions is the participants' assessment of the intervention as satisfying and useful. The participants also confirmed the non-judgmental and empathic nature of the MI interventionist. Further, Stein et al. (2006) studied 14 to 19 year olds who were incarcerated for driving while under the influence of alcohol or drugs (DUI). The researchers explicated the rigorous training of bachelor and master-level research assistants who administered the MI principles of empathy, discrepancy development, self-efficacy, and personal choice. Subsequent to the treatment, participants highly rated the therapeutic relationship for warmth, ease of discussion and instilling hope. After three months, the MI group showed a reduction of 89.1% in DUI and a 74.2% reduction in being a passenger in a car with someone DUI. The treatment fidelity may account for these findings, and underscores the importance of proper and thorough interventionist training.

In support of the preceding statement, McCambridge et al. described the practitioners of their study as having master's and doctoral level qualifications, thorough MI training and comprehensive workshop sessions. The findings of their study "provide direct evidence that greater fidelity to MI is associated with improvement of brief intervention outcomes" (McCambridge et al., 2011, p. 753). The researchers expounded that contribution to MI effectiveness depends on "skillful complex reflection and greater embodiment of the MI spirit" (McCambridge et al., 2011, 752). Further, the authors suggested that the null finding in their study were in part due to the lack of reliability in MI fidelity, and

recommended that consistently effective MI interventionist would enhance the effects of MI. They clarified, “Practitioners necessarily say and do things differently when delivering MI, and it does matter what exactly they say and do” (McCambridge et al., 2011, p. 753).

Furthermore, Jensen et al. (2011) completed a unique meta-analysis in that it focused on effectiveness of MI interventions for adolescent substance use behaviour change. The authors asserted that comparability of treatment outcomes from MI studies is difficult because they “have suffered from poor treatment fidelity” (Jensen et al., 2011, p. 439) and only 23.8% of the reviewed studies reported fidelity assessments. The authors found that, notwithstanding this limitation, MI as an intervention for adolescents “produced small but significant effect sizes across numerous substance use outcomes” (Jensen et al., 2011, 438). To address the problem of treatment fidelity in research studies of MI, O’Leary-Tevyaw and Monti (2004) developed a method to evaluate and monitor fidelity; they also provided training and supervision for treatment providers. As previously stated, however, MI interventionists are not required to complete standardized training (Newnham-Kanas et al., 2010); therefore, threat to treatment fidelity is further exacerbated by a lack of consistent preparation of the MI practitioner (Miller & Rose, 2009).

In conclusion, the studies that reported positive results of MI as an effective intervention for behaviour improvement supported the determination of McCambridge et al. (2011) to the significance of interventionist mastery of the MI techniques by Miller and Rollnick (2002).

2.5.2 Theme 2: Perceived Self-Efficacy

Miller and Rollnick (2002) stress the importance of client perception of self-efficacy in the ideologies of MI counselling; the principle of self-efficacy is related to confidence, which is a critical requirement for change. Additionally, fostering perceived self-efficacy in adolescents is important to promoting self-esteem and motivation to disengage from problem behaviour (Jessor, 2001). Suggestions in support of self-efficacy include generating client recollections of past success. Although an important standard of MI counselling, only five of the ten studies included in this review particularized reference to client self-efficacy beliefs.

In support of the previous statement, the studies that referred to self-efficacy will be discussed further. For example, Audrain-McGovern et al. measured self-efficacy by comprising eighteen self-report items to assess the respondents' feelings about facing typical situations that trigger the desire to smoke. The responses to the self-report were used to measure motivation to change smoke behaviour; however, discussion about self-efficacy as a counselling application was lacking in the study. Conversely, in their outline of the MI procedures used in their study, Colby et al. (2005) provided details for the interventionist about increasing self-efficacy. Their comprehensive manual for interventionists conveyed a therapeutic guide for "establishing rapport; exploring pros and cons; personalized feedback; imagining the future; setting goals; and increasing self-efficacy" (Colby et al., 2005, 866). Interventionists were instructed to support participants in augmenting their perception of self-efficacy by encouraging reflection of previous success in achieving change, and considering personal characteristics that

fortified the accomplishment of change. This facilitation, along with the treatment fidelity and training of interventionists, may account for the high ratings by participants of self-efficacy enhancement and ultimately for the positive ratings of MI as an effective behaviour change intervention.

Similarly, in a subsequent study by Colby et al. (2012), high satisfaction rates were reported by participants about interventions to increase perceived self-efficacy. Parallel to the previous study, Colby et al. explained their aim to examine “quitting self-efficacy” (Colby et al., 2012, p. 818). In this study of MI compared to brief advice (BA) for adolescent smoking cessation, satisfaction ratings by both groups revealed that the MI participants evaluated their experience as more effective in increasing quitting self-efficacy than did those in the BA group. Further, the MI interventionists were rated as more empathic and helpful than the BA interventionists. Contrary to the researchers’ expectations, however, results of the study revealed, “MI did not lead to increased motivation or quitting self-efficacy” (Colby et al., 2012, p. 822). The researchers did clarify that groups were highly motivated to change their smoke behaviour at baseline, and that the ceiling effects may explain lack of change.

Stein et al. (2006) incorporated the principles of MI, including self-efficacy, in the protocol of their study. They compared a randomly selected group who received MI with a randomly selected group who received relaxation therapy (RT). After the interventions, the participants were asked to assess the core components of the intervention; that is, perceived rapport, empathy and self-efficacy. Adolescents assessed the occurrence of perceived self-efficacy during the MI intervention as positive, and rated

MI significantly higher for “warmth, ease of discussion, and instilling hope” (Stein et al., 2006, p. 53) than the comparison group who received RT.

In their study involving truant adolescents, Enea and Dafinoiu (2009) illuminated the importance of self-efficacy to MI, stating that it promotes motivation to change and predicts treatment results. Although the researchers reported a significant decrease in the occurrence of truant behaviour in the experimental group when compared to the control group, they omitted detail about the participants’ perceived self-efficacy as a result of MI intervention.

In conclusion, of the ten studies integrated in this review, five discussed self-efficacy as an important principle of MI, and an integral mechanism to positive behaviour change. Focus on the past successes of adolescents, along with their strengths and confidence, may contribute to the success of MI as an intervention to thwart at-risk behaviour.

2.5.3 Theme 3: Subjective Norm/Parental Reinforcement

Direct reinforcement of others has a powerful impact on goal attainment (Ajzen, 1988); further, adolescents are more prone to engage in risk behaviour when parent disapproval is low, or parental control is lacking (Jessor, 2001). Because of the influence of the subjective norm and parental reinforcement, this integrative literature review selectively coded for evidence of this focus in the MI studies.

In the study by Audrain-McGovern et al. (2011), white adolescents, when compared to black adolescents, were found to be 80% less likely to attempt to reduce smoking. The researchers attributed this to a greater disapproval of smoking and emphasis to quit

among black parents. This may be an example of the influence of subjective norm on adolescents' intention to change, albeit a contradiction of the characteristic teen need for "autonomy and respect for choices" (Audrain-McGovern et al., 2011, p. 107); nevertheless, important questions are raised about these findings and why black adolescents were more likely to change their smoking behaviour when compared with white adolescents.

Also, results of the study by Baer et al. (2007) involving homeless adolescents showed that the impact of MI was not robust, suggesting that parent estrangement diminished the reinforcement of the subjective norm, which in turn lowered motivation to change behaviour among this group of at risk youth. Additionally, when studying MI as an intervention for adolescent truancy reduction, the researchers noted a "lack of parents' participation [and] the limited involvement of teachers" (Enea & Dafinoiu, 2009, p. 196). This study specified that truancy rates decreased by 61% in the experimental group, who were involved in counselling sessions for one hour per week for eight weeks. Perhaps the duration of the counselor relationship had an effect on the influence of subjective norm to insight behaviour change; the counsellor may have been construed as a proxy parent when the actual parent was disengaged. Worthwhile to the study of motivational intervention for positive behaviour change in adolescents is parental subjective norm. Addressing this point, the authors recommended that "a greater involvement of parents, class teachers, and teachers in the program" (Enea & Dafinoiu, 2009, p. 196) should be emphasized in future studies.

To explore the effect of the subjective norm vis-à-vis parents of adolescent smokers, Colby et al. (2012) asked the parents of participants to support their adolescent child's

goals to change smoking behaviour. MI principles were outlined for parents, and they were encouraged to increase communication, create rules for restriction of smoking in their home, and reinforce the efforts of their child to change. Unexpectedly for the researchers was that the parents of MI participants, when compared to the parents of the brief advice (BA) group, were less restrictive with rules, showed less disapproval of smoking, and had less frequent discussions about the consequences of smoking. The researchers hypothesized that this may have been because parents were informed of “MI’s emphasis on supporting the adolescent’s personal choice and responsibility for behaviour change” (Colby et al., 2012, p. 822), which may have thwarted parental reinforcement of positive behaviour change regarding smoking.

Martin and Copeland (2008) found that the study participants of their randomized trial of MI for adolescents using marijuana valued the MI intervention, albeit after the majority said that they had been “asked or coerced by parents, school, or another agency” (p. 410). The positive findings regarding MI as an effective intervention for behaviour change may be attributed partly to the subjective norm; the participants were aware of the interest of concerned others in their positive behaviour change toward substance use.

In summary, the subjective norm has a powerful impact on attitude and intention to change problem behaviour, and positive parental influence is important during adolescence. Training parents to effectively apply MI intervention may be a worthwhile consideration for supporting positive behaviour change.

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

Because of the lack of research involving MI-via-CALC in promoting behaviour change in adolescents, this integrative review focused on the applicability of the *a priori* research involving an older and younger than adolescent sample group who were not engaging in earlier depicted at-risk behaviour.

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 to behaviour change has been evidenced through theoretical and clinical research to be effective in the advancement of positive personal behaviour change (Gorczyński, Morrow & Irwin, 2008; Mantler, Irwin & Morrow, 2010; Mantler, Irwin & Morrow, 2012; Newnham-Kanas, Irwin & Morrow, 2008; Newnham-Kanas, Irwin & Morrow, 2011; Newnham-Kanas, Irwin, Morrow & Bettram, 2011; Pearson, Irwin, Morrow, Battram & Melling, 2013; Pearson, Irwin, Morrow & Hall, 2012; Pearson, Irwin, Morrow, Hall & Mandich, 2014; van Zandoort, Irwin & Morrow, 2008; van Zandoort, Irwin & Morrow, 2009). For these reasons, MI-via-CALC is of particular interest as a potential mechanism for positive behaviour change in adolescents.

Reviewing the literature revealed a gaping hole in research about the adolescent experience of MI-via-CALC. Although MI-via-CALC research studies have been conducted on various age groups, the 13 to 17 year old has not been studied.

Nevertheless, Gorczyński et al. studied the impact of MI-via-CALC on the physical

activity of 12 to 14 year olds. The findings of the study determined that four out of the five participants showed no change in physical activity levels. The researchers concluded that the lack of behaviour change might have been the result of the age of the participants, asserting that they may have been too young to realize the negative effects of inactivity, and therefore lacked the motivation to improve their physical activity level. Further, the researchers suggested that the duration and methodology of the study might have contributed to its findings. Finally, Gorczynski et al. proposed that parental support may have been lacking, and submitted that the perception by participants of a lack of parental support may be detrimental to the coaching process and to improved physical activity. This conclusion provides support to the importance of parental reinforcement as previously discussed in this paper.

In a mixed-method study to explore the obstacles to cessation of smoking in 19 – 23 year olds, Mantler et al. (2010) assessed the effectiveness of MI interventions through co-active coaching (MI-via-CALC). As a result of this investigation, the researchers were conscious of the inconsistencies of MI in promoting behaviour change. They highlighted the concern of Hettema, Steele and Miller (2005) and Mesters (2009), that health care professionals are expected to practice the principles of MI without receiving adequate training, and link this concern to the “inconsistencies of MI in promoting behaviour change” (Mantler et al., 2010, p. 50). The researchers underscored the intense training that is involved in becoming a certified co-active life coach as a possible explanation to the shortcomings of MI as an effective method for behaviour change.

The results of this study revealed that participants, after taking part in nine 30-minute co-active coaching sessions over three months, were impacted positively by the experience.

Affirmative gains were evidenced “in terms of cigarette dependency, average number of cigarettes smoked per day, self-efficacy, self-esteem, and smoke cessation” (Mantler et al., 2010, p. 60). This study illustrates the promising potential of co-active coaching to enhance motivation through increased self-efficacy in order to affect behaviour change. Similarly, in a longitudinal study comprising forty 19 to 25 year old smokers, Mantler et al. (2014) assessed the impact of MI-via-CALC on smoke cessation, perceived personal competency and identity to smoking, and smoking behaviour. The findings revealed a reduction in the number of cigarettes smoked per day and an increase in perceived self-efficacy and self-esteem among the thirty-five participants who completed the study protocol. The researchers concluded that the MI-via-CALC approach presented a positive and effective intervention for smokers.

Additionally, the efficacy of co-active coaching 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 – 55 year old men and women. Although the participants of this research differ significantly from adolescents, the context of health behaviour vis-à-vis co-active coaching is of particular interest. This study included quantitative and qualitative research methods to measure the outcomes of the MI-via-CALC experience in relation to positive behaviour change in the participants. The quantitative results presented a significant reduction in waist circumference and an increase in physical activity and healthy eating habits (Newnham-Kanas, et al., 2008). Body mass index did not decrease significantly; this was

put down to the fact that the study ran for ten to twelve weeks, which was too brief a time period to provide a true measure of the effectiveness of this experience on BMI.

The qualitative findings produced themes that emerged from the data collected from participant interviews. These themes revealed an increase in optimism regarding a move to healthy life choices, and an enhancement of self-acceptance. The subjects were also affirmative of their experiences while engaging in co-active coaching (Newnham-Kanas, et al., 2008). In their analytic study of co-active life coaching, Irwin and Morrow (2005) identified it as grounded in the theoretical constructs of Bandura's Social Cognitive Theory. They further expounded, "A client who receives positive encouragement and support about her new health-related behaviour by a respected other is likely to experience an elevation in self efficacy" (Irwin & Morrow, 2005, p. 33). This additionally supports the premise of intention and the influence of subjective norm whereby the attitude of the individual and the perceived attitude of others regarding ability to achieve change are critical to realization of goals (Irwin & Morrow, 2005). The deduction of Newnham-Kanas, et al. (2008), at the conclusion of their study, uncovered 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 quantitative study (Newnham-Kanas, et al., 2011), the authors noted the facility of MI-via-CALC as positive reinforcement of self esteem, efficacy, and confidence. These conclusions give credibility to the usefulness of the MI-via-CALC model to the promotion of positive life choices in at-risk adolescents.

Further mixed methods research on the impact of co-active coaching as an intervention for obesity was conducted on five female university students, aged 17 to 24, who participated in nine, 35 minute, one-on-one sessions with a certified coach (van Zandvoort, Irwin & Morrow, 2008). As was the case in the previously discussed study, it is acknowledged that not all subjects of this study were in the age range of adolescents, and the focus of this study was not concentrated on the risk behaviour of youth; however, of specific interest to this review is the outcome of MI-via-CALC in augmenting self-efficacy and behaviour change. The qualitative data that emerged from this study revealed that MI-via-CALC facilitated in the improvement of self-esteem and self-acceptance. The study additionally uncovered an enhancement in physical, mental and overall health as described by the participants at the conclusion of their involvement in this research. The quantitative results indicated that a decrease in body mass index was not substantial, and, as was the case in the previously mentioned study, the researchers attributed this outcome to the brief intervention period of five to ten weeks. Similarly, 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 of the studies revealed the fittingness of both approaches to this population, the potential for enduring behaviour change, and emphasized the importance of client-centered approaches.

Most significant to the interest of discovering the potential of MI-via-CALC in enhancing self-efficacy in at-risk youth are the reflections of the study participants to the coaching experience. When reflecting on the analysis of the self-esteem of subjects, the researchers noted, “two participants spoke specifically to experiencing enhanced self-esteem, and all

five participants indicated having improved self-acceptance” (van Zandvoort, et al., 2008, p. 20). These findings are congruent with the results of previously referenced studies, and point to positive personal growth and self-acceptance following an intervention involving MI-via-CALC.

2.7 Conclusion

Adolescence is a time of challenge and transformation; during this transition from childhood to adulthood, teens face many obstacles that they must overcome. Most adolescents manage to navigate their way around the impediments, but some encounter the detrimental results of poorly made decisions. Engagement in perilous behaviour can lead to negative outcomes that are short lived, long lasting, or fatal. Drug and alcohol use, risky sexual behaviour, exposure to weapons and violence, and disengagement from school destabilize the physical and emotional health of youth. Approaches that facilitate the efforts of adolescents to realize success are needed.

Teens desire guidance without being told what to do; they want to be supported, respected, and heard. MI offers potential as an intervention for positive behaviour change in adolescents who engage in risk behaviour. Its method appeals to the adolescent desire for autonomy and independence; however, the first section of Findings in this integrative literature review showed that, as an intervention for adolescent behaviour change, MI results vary. The inconsistency in results may be due to intervention variations, and point to the need for standardized training and perhaps certification of practitioners in the method and techniques of MI. From the results of the studies included in this review, it appeared that a greater level of success by participants

to positive behaviour change correlated to a greater fidelity of treatment. Extrapolation from the study findings leads to concern regarding the inconsistent training and knowledge of interventionists who venture to practice MI. Better understanding of MI methods will help to ensure heightened quality and reliability in the proficient application of this intervention.

This study also intended to investigate the potential of MI-via-CALC as a motivational intervention in the facility of perceived self-efficacy and positive behaviour change in at risk adolescents. The results of *a priori* studies showed that the method and delivery of MI-via-CALC has a positive impact on self-efficacy and self-esteem of adult participants. Further, the results of the included research articles reinforced the importance of the subjective norm and the recognition that the attitude of others toward the person who wants to change is critical to realization of goals. When considering MI-via-CALC as an intervention for adolescents, these concepts are significant because they service the need for perceived competence to actualize goals, and they address the importance of support from caring others. Additionally, the consistency of intense training that is required to be a CPCC and to practice MI-via-CALC is an important and unique feature of this intervention. The confident and systematic approach of the MI-via-CALC practitioner may address cognitive dissonance, and lead to positive behaviour change in adolescents.

The awareness of gaps in research about the adolescent experience of MI-via-CALC calls to action interested researchers who wish to glean gainful information from studies with this focus. One question that develops from the reviewed research articles is whether successful adult interventions also work for adolescents. MI-via-CALC may be a worthwhile approach to enhance motivation, self-efficacy, and positive behaviour change

in adolescents who have been deemed at-risk. This review amplifies the need to develop an innovative, substantive theory about MI-via-CALC as a useful motivational intervention for adolescents. Qualitative research studies of adolescent and parent perspectives of MI-via-CALC as a behaviour change intervention, and observed CPCC/adolescent interaction, are needed to determine the impact of the experience.

2.8 Limitations

Firstly, not all of the studies focused on the subjective norm and perceived self-efficacy. As a result, findings regarding these themes were restricted to limited research. Although treatment fidelity was addressed in all of the articles, the degree to which it was covered varied. This limits the study's ability to fully evaluate these aspects of motivational intervention. Secondly, the qualitative approach to this integrative review may introduce some degree of bias. The potential of MI and MI-via-CALC as positive behaviour change, treatment fidelity, the perception of practitioner/client relationship, potential for augmenting self-efficacy, and the importance of subjective norm have been the concentration of this review; consequently, further themes that may have been developed were unnoticed. Thirdly, the sample for this integrative literature review included ten MI studies and nine MI-via-CALC studies, which may be considered a limitation; however, this may also be measured as a benefit because researchers may consider studying MI-via-CALC and MI in relation to at-risk adolescents. Finally, a lack of research about adolescents and MI-via-CALC required conjecture, hypothesis, generalizations and speculation about its potential as a change mechanism for at-risk youth.

In the next chapter, I examine constructivist grounded theory as an appropriate methodology to research the implications of reactions, sensitivities, and processes of adolescents to the experience of MI-via-CALC.

Chapter 3

Enter the studied phenomenon with enthusiasm and open yourself to the research experience and follow where it takes you.

(Charmaz, 2014, p. 340)

3 Constructivist Grounded Theory as an Appropriate Methodology in the Study of the Adolescent Experience of Motivational Interviewing-via-Co-Active Life Coaching: Fitting a Round Peg into a Round Hole

Roberts and Taylor delineate grounded theory as a qualitative research methodology that “starts from the ground up in an inductive fashion, to make sense of what people say about their experiences and then to convert those statements into theoretical propositions” (Roberts & Taylor, 1998, p. 102). Grounded theory is an appropriate methodology for a study about individual or group behaviour when extant theory is lacking in the area of interest. The intent of grounded theory research is to move beyond description to generate a theory that permits explanation and perception of the social processes being studied (Creswell, 2007). Grounded theory research design requires the researcher to extend an explanation or theory about a process, action or interaction that is created from the views of the participants (Strauss & Corbin, 1998).

The sections of this chapter are organized as follows. Section 3.2 offers an historic perspective of the origins of grounded theory. Following this, the tenets of constructivist

grounded theory will be explicated in Section 3.3; this section includes the necessary elements of this research paradigm, and edifies the reader to the procedural aspects that deem a constructivist grounded theory study both correct and rigorous. Further, Section 3.4 responds to the power imbalance in a researcher/participant relationship by submitting techniques that, if engaged, may serve to dissolve this disparity. Section 3.5 cites the use of constructivist grounded theory in research involving adolescents to underscore the appropriateness of this methodology for studies involving this demographic. Finally, the parallel features of constructivist grounded theory and MI-via-CALC are outlined in table form to verify the fittingness of constructivist grounded theory and MI-via-CALC as counterpart methodologies appropriate to this study.

3.1 Aim

Qualitative research is insinuating itself into health related fields that traditionally place evidence-based practice at the uppermost rung of the research hierarchy and consequently it is gaining respect that has been given predominantly to quantitative research (Meston & Ng, 2012). The specific aim of this chapter is to uncover constructivist grounded theory as a suitable, useful, and significant paradigm for those who wish to research the implications of reactions, sensitivities, processes and experiences of adolescents to a method for positive behaviour change. Participants of constructivist grounded theory are recognized as the many voices of the research, each voice being equally valued and valuable. The goal of this chapter is to assess this methodology as an appropriate approach to provide an academic space wherein these voices can be heard. By examining the historical background, the philosophical location and the rigorous method of

constructivist grounded theory, the aim is to render it as a suitable and credible methodology in at-risk adolescent research.

3.2 Historic Development of Grounded Theory

In the early 1960's, Barney Glaser, who was educated at Columbia University, and Anselm Strauss, from the University of Chicago, taught a graduate research course together at the University of California, San Francisco. In reaction to their frustration with the deductive, theory-testing method of existing research in the field of sociology, Glaser and Strauss offered a systematic process to generate substantive theories about real-world social constructs in natural settings (Stern, 1980). Unlike grand theories that professed to explicate everything, focusing on testing and retesting without explaining much (Hutchinson, 1988), their new qualitative methodology, called grounded theory, was intended to create substantive theories about specific areas of inquiry (Hylander, 2003). Their unorthodox book *The Discovery of Grounded Theory* (1967) opposed the attitude that "quantitative studies provide the only form of systematic social science inquiry" (Charmaz, 2003, p. 249), and offered an answer to what they felt were inappropriate research designs for the participants being studied (Creswell, 2007). Glaser and Strauss presented a methodical guide for collecting, interpreting, and analyzing data to be used as the focus for further data collection, which, in turn, would be drawn upon to inform and refine the developing theory. The central aim of their unique methodology was to develop pioneering theories that were grounded in empirical data that had been collected from participants of a study about everyday social reality. This currently recognized classic grounded theory foresaw the researcher interacting with the study

participants in order to construe interpretation of their social world and its significance (Hunter, Murphy, Grealish, Casey, & Keady, 2011).

Grounded theory was philosophically founded on pragmatism, from the work of George Herbert Mead; furthermore, its sociological underpinning was based on the work of Herbert Blumer, with whom Strauss studied (Anderson & Goolishian, 1998; Pidgeon & Henwood, 1997). Additionally, symbolic interactionism (Weber, 1985; Mead, 1934; Thomas, 1983) provided a footing for qualitative research. As such, Glaser and Strauss believed that attention to the symbolic interpretations of social interactions by participants was integral to grounded theory (Crabtree & Miller, 1999, p. 29). The concept of symbolic interactionism is discussed further in this chapter. Among the central features of this classic grounded theory, Glaser and Strauss (1967) recommended being cautious of assumptions from *a priori* literature before entering the field of enquiry; in fact, they endorsed delaying the literature review until after the grounded theory methods were complete. Rather than producing theory “by logical deduction from *a priori* assumptions” (Meston & Ng, 2012, p. 135), they recognized the interaction of the researcher with their subjects to enable the interpretation of the subjects’ social world and their attached meanings. The process was described as iterative; that is, data collection, coding, conceptualizing, and theorizing were concurrent processes that “blur and intertwine continually” (Glaser & Strauss, 1967, p. 43) with data analysis, a methodology that diverged from quantitative, hypothesis-driven research (Watling & Lingard, 2012). Further, Glaser and Strauss stressed the importance of rigour in research methods, such as auditing and memo writing procedures, to gain the same respect and integrity characteristic of quantitative research.

3.2.1 Glaserian/Classic Grounded Theory

Glaser did not endorse looking for presupposed themes, supporting the iterative process whereby “categories emerge upon comparison and properties emerge upon more comparison. And that is all there is to it” (Glaser, 1992, p. 43), in order to apprehend one true reality in an objective, unbiased, systematic approach to grounded theory research. He intensely discouraged looking for presupposed themes and verifying previous hypothesis, but supported an inductive building of theory from the ground up, through comprehending what participants said about their reality (Boychuk-Duchscher & Morgan, 2004). Glaser believed that researchers should expunge predetermined thoughts, by assuming a kind of *tabula rasa* attitude, before approaching their field of inquiry in order to “remain sensitive to the data by being able to record events and detect happenings without first having them filtered through and squared with pre-existing hypotheses and biases” (Glaser, 1978, p. 3).

Glaser remained constant to conducting grounded theory from a positivist perspective, continuing to dissuade any inclination to “force meaning on a participant, but rather ... to listen to his genuine meanings, to grasp his perspectives, to study his concerns” (Glaser, 1998, p. 32). He persistently stressed memo writing to be at the core of creating theory, emphasizing that this method enabled researchers to record their emergent ideas and refine their analysis of codes; this in turn, would lead to explanation about social processes (Glaser, 1978). Glaserian or classic grounded theory continues to stay true to a positivist perspective; ontologically, it is realist and epistemologically it is objectivist

(Glaser, 1992). As a result of this philosophical and theoretical perspective, Glaser and Strauss parted company over the direction in which each intended to take the procedures of grounded theory (Creswell, 2007). In addition to *The Discovery of Grounded Theory* (1967), their shared publications include *Awareness of Dying* (Glaser & Strauss, 1965) and *Time for Dying* (Glaser & Strauss, 1968).

3.2.2 Strauss and Corbin/Pragmatist Grounded Theory

Strauss then joined Juliet Corbin (1990) to develop a new version of the methodology. Subsequently, Glaser criticized their work, claiming that it was too prescribed and structured, and no longer grounded theory (Glaser, 1992). Their mutual theoretical orientation was pragmatism and symbolic interactionism (Corbin & Strauss, 2008). Their paradigmatic underpinnings were ontologically post positivist and epistemologically subjectivist. Their research, however, presented conflicting language, which has been construed as evidence of their vacillating between post positivist and interpretivist assumptions (Charmaz, 2006). Nevertheless, their shared view was that one true reality could not be apprehended, and that consideration must be given to the varying social perspectives and contexts that influence multiple realities. They also posited that comparisons with *a priori* literature could show the way to “fuller, more specific and denser” (Strauss and Corbin, 1998, 96) elucidations about social constructs.

Strauss and Corbin (1994, 1998) demonstrated their penchant to pragmatism by providing particular focus on the process of data collection and data analysis. Together, they introduced technical procedures for data analysis, making grounded theory more transparent to researchers. Their coding process involved the verbatim transcriptions of

interviews, assignment of labels, line-by-line, axial and selective coding, constant comparison of data, and links to the core category. The specifics of this process are delineated further in this chapter. This method has been described as supportive to the neophyte grounded theory researcher (McCallin, 2003); conversely, it has also been depicted as overly prescriptive and involved (Kendall, 1999). Nevertheless, Strauss and Corbin popularized grounded theory by providing a how-to process to this methodology; however, critics of this approach assert, “the technical tail is beginning to wag the theoretical dog” (Melia, 1996, p. 370).

3.2.3 Charmaz/Constructivist Grounded Theory – The Round Peg

Another modification of grounded theory emerged from the social constructivist-interpretivist perspectives of Kathy Charmaz (2005, 2006, 2014), who emphasized “diverse local worlds, multiple realities, and the complexities of particular worlds, views, and actions” (Creswell, 2007, p. 65). The position offered by Charmaz was constructivist grounded theory (2000, 2006, 2014). Charmaz was a student of Glaser and Strauss, and has become the leading proponent of constructivist grounded theory (Mills, Bonner, & Francis, 2006). Paradigmatically, this methodology assumes a relativist ontological position (Mills et al., 2006); that is, the research reflects the researcher’s conviction to multiple constructed realities (Ponterotto, 2005) that are conceptualized by individuals or groups in a “socially and experientially based” (Guba & Lincoln, 1994, p. 110) construction. The relativist ontological position posited by constructivist grounded theory recognizes the researcher, not as an objective observer, but rather as a 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).

Epistemologically, constructivism denotes the subjective interrelationship between the researcher and his or her participants, and the co-construction of meaning that takes place during a grounded theory study. Further, in qualitative research that is about people, subjects are involved in decision-making about methods and direction; that is, the inquiry is a supportive progression between the researcher and the researched. Guba and Lincoln (1989) postulate about researching people in their social setting:

The evaluator must share control, however much that appears to threaten the “technical adequacy” of the evaluation. That is, the evaluator must solicit and honour stakeholder inputs not only about the substance of constructions but also with respect to the methodology of the evaluation itself (p. 260).

Relevant to the naturalistic inquiry paradigm of constructivism is the concept of emerging issues that come from the data; therefore, the approach of the research is inductive and emergent. “The peculiar qualities of human thought processes and the serendipity of retrieving knowledge serve to guarantee that development of proposals will be anything but tidy. Dizzying leaps, periods of no progress, and agonizing backtracking are more typical than is continuous, unidirectional flow of events” (Locke, Spirduso, & Silverman, 2000, p.50). Because the constructivist grounded theory design is iterative, meaning that phenomenon will become apparent as the study progresses, researcher flexibility is required to address developing ideas, opinions, feelings, and beliefs of the participants.

Consequently, the number of interviews and the time of each interview are approximated; this flexibility is reflected in the Method sections of this chapter.

3.2.4 Three Approaches of Grounded Theory

The following table summarizes the paradigmatic relationships of the three approaches to grounded theory.

Table 4: Summary of Paradigmatic Relationships of the Three Approaches to Grounded Theory

Paradigm	Methodology	Ontology	Epistemology	Axiology
Glaser (1978) Classic	Independent theory generation	Critical Realist	Positivist	Unbiased
Corbin and Strauss (1990) Pragmatist	Systematic procedures	Relativist	Post positivist/ Constructivist	Unbiased
Charmaz (2006) Constructivist	Co-construction and reconstruction of data	Relativist	Constructivist Co-construction of meaning	Biased

Due to the variety of adaptations of grounded theory, its recognition and popularity has extended “to fields such as sociology, nursing, education, and psychology, as well as in other social science fields” (Creswell, 2007, p. 63). Additionally, it has “made major contributions to both the medical sociology and the nursing literature” (Crabtree & Miller, 1999, p. 29). By choosing constructivist grounded theory methodology, the researcher is offered a framework from which to build an analysis of peoples’ socially

derived meanings of interactions within a field of interest (Charmaz, 2006). This approach permits flexibility, “not methodological rules, recipes and requirements” (Charmaz, 2006, p. 20). This practical component was appealing to me, because such elasticity is appropriate when considering a methodological approach in research of adolescents. Further, as a constructivist grounded theory researcher, I valued this pliant application when exploring data. It supported freedom to integrate codes and concepts, and allowed openness of creativity when advancing categories and subcategories (see Section 3.3.8 for explanation of creativity as a feature of constructivist grounded theory research.) Specifics of the study method of this research are contained in Chapters 5, 6, and 7.

Questioning the underlying assumptions of grounded theory has resulted in an evolution of various fundamental strategies that define grounded theory studies (Watling & Lingard, 2012). This chapter will address the methodological strategies of constructivist grounded theory as posited by Charmaz. Of special interest is its fittingness to the study of the experience of at-risk adolescents to MI-via-CALC as a methodology for positive behaviour change. Table 6 provides the parallel features of constructivist grounded theory and MI-via-CALC to show their mutual fittingness to this study.

3.3 Method of Constructivist Grounded Theory

The purpose of this section is to inform the reader of the method of constructivist grounded theory that I have used in this study. Specific examples of, and reference to, each feature as they pertain to this research study are presented throughout Chapters 5, 6, 7.

In grounded theory studies, the researcher is guided through the simultaneous collection and analysis of data; the differences in grounded theory method and framework hinge on the researcher's chosen philosophical location. The constructivist grounded theory approach "places priority on the phenomena of study and sees both data and analysis as created from shared experiences and relationships with participants" (Charmaz, 2006, p. 130). Following is description of a system for analysis and interpretation of data relevant to constructivist grounded theory research.

3.3.1 Research Question

Because the aim of constructivist grounded theory is to seek understanding about the core social processes underlying an area of interest, the research question should be sufficiently open-ended to provide the potential for in-depth exploration; however, the question should not be rangy and unfocused (Corbin & Strauss, 2008). Stanley writes, "Grounded theory questions focus on process. As such ... they may be 'what?' questions" (Stanley, 2006, p. 65). Because of the iterative nature of a constructivist grounded theory study, the initial research question may change as a result of further discovery about an area of interest or with clarity of context. (See Section 5.2 for the specific research questions pertaining to this study.)

3.3.2 Research Aim

The aim of constructivist grounded theory research is to conceptualize a theory that is "more informed and sophisticated than any of the predecessor constructions" (Guba & Lincoln, 1994, p. 111) about the emic account (Ponterotto, 2005) of people's interactions,

relationships, and experiences in a social context “to explicate what is going on or what is happening ... within a setting or around a particular event” (Morse, 2009, p. 14). Section 1.3 of this study presented its research aim.

3.3.3 Theoretical Underpinnings

To obtain conceptual background for a constructivist grounded theory research study, the review of existing theories is endorsed. On the other hand, classic grounded theory researchers suggest that the field of inquiry should be entered with few preexisting thoughts and ideas in order to remove bias from the study (Glaser, 1978). As grounded theory evolved, however, theorists postulated that insight gained from multiple perspectives (Strauss & Corbin, 1998) enabled the “analysis of data and a reconstruction of theory that is richer and more reflective of the context in which participants are situated” (Mills et al., 2006). Charmaz elucidated her views about constructivist grounded theory, “My approach explicitly assumes that any theoretical rendering offers an interpretive portrayal of the studied world, not an exact picture of it” (Charmaz, 2006, p. 10). Recollect the theoretical underpinnings of this study that are contained in Section 1.8. Further, theoretical renderings are offered throughout Chapters 6 and 7, which describe the crystallization of the substantive theory of this study.

3.3.4 Literature Review

Unlike Glaser and Strauss (1967), Charmaz holds that “literature reviews and theoretical frameworks are ideological sites in which you claim, locate, evaluate, and defend your position” (Charmaz, 2006, 163). Her precept emphasizes that the researcher of

constructivist grounded theory does influence the data through interpretation that is augmented by knowledge of literature and theoretical sensitivity. As part of the research process, she advises to “go to the literature in your field and compare how and where your work fits in with it” (Charmaz, 2006, 516). Recall Chapter 2, which comprises the integrative literature review germane to this study.

3.3.5 Researcher Location

The researcher in constructivist grounded theory studies holds the position of data collector, thereby using method to gather information through the examination of literature, observations of behaviour, and interviews (Creswell, 2007). As such, the researcher is part of the research undertaking rather than an objective observer, and his or her humanness and values must be brought to the fore in order to acknowledge their influence on context and outcome (Mills et al., 2006). Constructivist grounded theorists, then, should inform their respondents firstly, and readers, inevitably, of their position in the research; that is, their ontological and epistemological location, and their beliefs should be transparent during the process of inquiry, proving that they are not in the position of “distant expert” (Charmaz, 2000, p. 513). Further, Charmaz (2014) encourages researchers to interlace discussion of applicable and relevant literature throughout their studies, not just in the introductory chapters of their work. My location vis-à-vis this study is contained in Section 4.1, and discussion of relevant literature is woven throughout the chapters.

3.3.6 Informant Selection

In grounded theory studies, sample size must remain flexible (Charmaz, 2003, 2014). In addressing the issue of flexibility in sampling for grounded theory research, Stanley contends, “It is not possible to predict sample size prior to commencing a grounded theory study. Data are collected until no new codes or categories emerge, thus achieving what is termed saturation” (Stanley, 2006, p.73). Additional discussion of saturation follows. The sample size of participants may increase if further data is required to enhance the emergent categories of a constructivist grounded theory study (Charmaz, 2006). A description of informants, also referred to as participants, is available in Section 4.3 and Tables 7, 8, and 9.

3.3.7 Theoretical Sampling

As the researcher begins to construct theory from the interaction with the study data, gaps in the theory may become apparent. In this event, theoretical sampling is utilized to collect specific material that will fortify the emerging theory. “The aim of this sampling is to refine ideas, not to increase the size of the original sample ... Although we often sample people, we may sample scenes, events, or documents, depending on the study and where the theory leads us” (Charmaz, 2003, p. 265). In order to achieve thickly textured description from the data, it is incumbent on the researcher to continue to sample until ideas are refined and relevant to the study. Promoting this idea, Charmaz explains, “We use theoretical sampling to develop our emerging categories and to make them more definitive and useful” (Charmaz, 2003, p. 265). The aim is to add consistency and depth

to the research, to patch holes and to add to theory development. A further discussion of theoretical sampling as it pertains to this study can be found in Section 4.4 and 5.10.

3.3.8 Creativity in Writing

Charmaz recommends, “Qualitative researchers should gather extensive amounts of rich data with thick descriptions” (Charmaz, 1995, p. 257). She offers as a distinction of constructivist grounded theory, “... we must go further than surface meanings or presumed meanings” (Charmaz, 1995, p. 275) and suggests being creative in writing style to represent the developing conceptual analysis of data and at the same time being present in the experiences of the respondents. Robust description and full explanation of data should ensue in the interest of representing the emotions, dilemmas, and opinions of the respondents (Charmaz, 2000). Impressionism calls for a literary style that induces “curiosity without condescension, openness without voyeurism, and participation without domination” (Charmaz, 2003, p. 280). This feature of constructivist grounded theory appealed to me, and was another reason for my choosing this methodology; creativity of expression and ideas seemed apropos for the study of adolescent experiences and for the development of theory about an innovative construct.

3.3.9 Intensive Interviewing

Interaction with participants in a grounded theory study is vital to effective, intensive data collection (Strauss & Corbin, 1994). The co-construction of meaning between the interviewer and participant is integral to constructivist grounded theory study; consequently, respondents are invited to participate in the exploration of feelings and

experiences. The interview is the “site for the construction of knowledge, and clearly the researcher and informant produce this knowledge together” (Hand, 2003, p. 23). During the intensive interviewing, the researcher practices reflexivity, encourages open interaction, fosters conversation, and observes with non-judgment. The questions are generally broad and open-ended to promote discussion, and they focus on significant statements as they evolve. Additionally, well-placed and crafted research questions help the respondents to clarify their meanings and intentions, and to go beneath the surface to elucidate concepts and explanations. “Semi structured interviews are guided, concentrated, focused, and open-ended communication events that are co-created by the investigator and interviewee(s) and occur outside the stream of everyday life” (Crabtree & Miller, 1999, p. 19).

Throughout this process, the interviewer promotes openness by drawing on a natural curiosity and an inherent respect for the respondents. Appendix J lists examples of constructivist grounded theory interview questions (Charmaz, 2006, p. 30 – 31) that reflect the semi structured interview style that is characteristic of constructivist grounded theory research.

3.3.10 Coding

Charmaz describes constructivist grounded theory coding as the “analytic frame from which you build the analysis” (Charmaz, 2006, p. 46). She further elucidates that it is through the process of coding that the researcher finds meaning and direction from the data. When initiating coding, Charmaz stresses the importance of being open to all possibilities regarding researcher learning and the direction that the theory may take

(Charmaz, 2006). Coding entices ideas, thoughts, and analysis of the data; codes “are tools to think with” (Coffey & Atkinson, 1996, p. 32). Section 5.8 contains specific examples of the coding process of this study through the use diagrams and direct quotations.

Charmaz endorses the use of “words that reflect actions” (Charmaz, 2006, p. 48) when first coding. This way, the researcher is not tempted precipitately to grip preconceived theories before the analytic process is complete. Also, this observance of open coding as the initial process allows ideas to emerge from the data (Charmaz, 2006). Charmaz additionally acknowledges that the researcher has experiences and skills that he or she brings to the process, but that being reflexive and keeping open to what evolves from the data is fundamental to this initial stage of coding. Furthermore, Charmaz (2006) directs the researcher to recognize areas that need further data, and to look for gaps in the research; it is through this discovery process that the construction of theory begins to take place. She recommends “speed and spontaneity” (Charmaz, 2006) when initially coding, because inventive and novel ideas are often generated through brief, straightforward, active coding. Fostering analysis, Charmaz (2014) encourages the researcher to derive meaning from fragments of data that have been pulled from participant statements.

3.3.11 Open Coding

Further to this, the researcher is advised to categorize codes in order to entice ideas, thoughts, and analysis of the data. Consistent with constructivist grounded theory, data collection and data analysis ensue concurrently. Through the use of open coding, the investigator intellectualizes abstract constructs that emerge from the data. This is the first

step in organizing data in order to deal with the volume of material that comes from the interviews. Specific examples of open or initial coding of the data for this study can be found in Section 5.8.1 and Table 13: Initial Coding.

3.3.12 Line-by-Line Coding

An inductive approach is utilized to analyze codes that are assigned to a line-by-line analysis of the transcripts. In this initial stage of coding, the researcher scrutinizes fragments of the raw data and identifies categories of information that aptly apply to the data. “What to code, or what categories to create, will always partly depend on the intent of your data analysis” (Coffey & Atkinson, 1996, p.32). This process is not a tidy one; the investigator can anticipate that a single line or segment of data can have several codes attached to it, reflecting the multiplicity of issues that can arise simultaneously (Coffey & Atkinson, 1996). Charmaz (2006, 2014) explains that line-by-line coding facilitates in providing a direction; once a process is identified, the researcher can go back to coded data from previous respondents to look for congruent data, or look to new respondents to see if the process surfaces in their experiences. Charmaz further encourages incident-to-incident coding as appropriate to constructivist grounded theory studies. In addition, *in vivo* codes are used to capture the terminology of the participants. *In vivo* codes are efficient in that they condense social constructs and the currently understood meanings of words. Examples of line-by-line and *in vivo* codes are offered in Section 5.8.1 and Table 11.

3.3.13 Focused Coding

The second stage of this analytic process is focused coding which involves applying the initial codes that frequently reappear to larger amounts of data; then the researcher can begin to conceptualize a theoretical framework (Charmaz, 2003). Once the focused codes have been categorized, and “patterns, themes, and regularities” (Coffey & Atkinson, 1996, p. 37) have been identified, the movement to theorizing can be made. However, it is not until the major categories are finally integrated to form a larger theoretical scheme that the research findings take the form of theory. Focused coding is the process of “integrating and refining categories” (Strauss & Corbin, 1998, p.143). Section 5.8.2 illustrates this iterative process.

3.3.14 Axial Coding

Charmaz also recommends the use of axial coding, whereby the data fragments are related to a specific concept. “In axial coding, categories are systematically developed and linked with subcategories” (Strauss & Corbin, 1998, p.143). Charmaz explains, “I have developed subcategories of a category and showed the links between them” (Charmaz, 2006, p. 61). This methodical process of organizing concepts leads to analysis. Throughout this analytic process, I did not separate or sequence open and axial coding; that is, the coding process was simultaneous. Further discussion of axial coding is presented in Section 5.8.2 and illustrated in Figure 5.

3.3.15 Constant Comparison

The method of constant comparison analysis is described by Charmaz (1983, 2000, 2003, 2007, 2014) as a major technique in constructivist grounded theory that compares 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). Constant comparative analysis hones the researcher's view of the data, which then enables a deeper understanding of the experiences of the respondents. Through this process, theoretical ideas begin to come into view. I recognize this method is a fundamental feature of constructivist grounded theory, and all grounded theory for that matter. It requires data to be compared, grouped, sorted, and coded; therefore, the implementation of constant comparison method is an integral component of this study (see Section 5.9)

3.3.16 Core Category

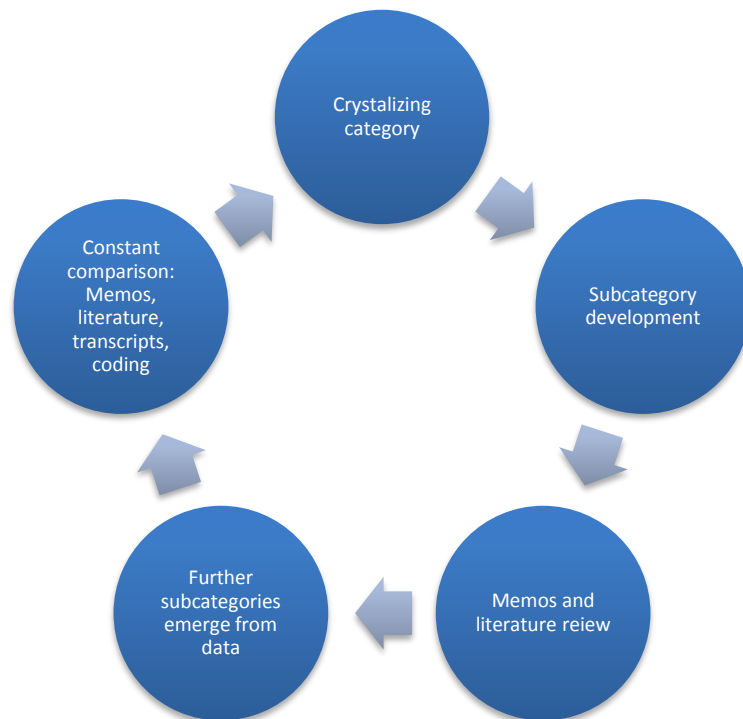
Through the process of coding, a central or core category emerges from the other categories and themes of the study. Constant comparative analysis is used to invoke emergent themes that lead to the core category or the central theme of the study. "Discovery of the core category is a requirement for a quality grounded theory study" (Stanley, 2006, p. 70) and is the root source for creating theory; when this core category becomes apparent, it takes on the central point of the grounded theory. The core category unites all of the aspects of the theory, and a theoretical construction takes form. It becomes the essential concentration of the research, and emerges from many other categories to become the focal point of the study. The researcher interacts with the data

to “give voice [to the construction of theory from the participants’ experiences] albeit in the context of his own inevitable interpretations” (Strauss & Corbin, 1994, p. 281), to construct collaborative elucidations of the subjective adolescent experiences of MI-via-CALC. The core category of this research is revealed in Section 5.12.

3.3.17 Iterative Spiral of Analysis

“Data do not provide a window on reality. Rather, the ‘discovered’ reality arises from the interactive processes and its temporal, cultural, and structural contexts” (Charmaz, 2000, p. 524). The researcher takes the codes that consistently appear in the initial stages of data analysis, and selects those that are interesting and applicable to the research question. This process is circular in nature, and leads to the emergence of main and subcategories. The researcher then moves to focused coding to further categorize the data, and to identify meanings, values, beliefs and feelings (Charmaz, 2006) assigned by the participants of the study. After the process of focused coding, various categories crystallize; from these, subcategories are developed. The following figure illustrates this iterative process:

Figure 1: Illustration of Iterative Spiral of Analysis



The crystallizing of a category comes from reading and coding the data; circling from the data to literature and theory and back to the data enables the emergence of categories, subcategories and the core category. This illustrates the iterative spiral of analysis postulated by Charmaz. The iterative spiral of analysis pertinent to this study is fully described in Chapters 5, 6 and 7.

3.3.18 Symbolic Interactionism

Grounded theory blends with the tenets of symbolic interactionism (Weber, 1985; Mead, 1934; Thomas, 1983) to presuppose that people make sense of their world through social interactions, and that reality is a social construct (Stanley, 2006). Symbolic interactionism is “a social-psychological theory of social action” (Bowers, 1988, p. 36);

its focus is on the individual, who is seen as a socially constructed being, and the processes by which the individual makes sense of the world (Stanley, 2006). Grounded theory researchers focus on the inter-relatedness of individuals in terms of their specific vision of being-in-the-world (Heidegger, 1962; Stanley, 2006). It was my aim to focus on the hermeneutic dimensions of the participants' everyday world (Heidegger, 1962) and provide vivid and rich detail about the processes by which respondents make sense of themselves in their lived experience of MI-via-CALC. Relatedly and relevant to this study, Longhurst (2006) illuminates the underpinnings of symbolic interactionism to MI-via-CALC (see page 79).

3.3.19 Emergent Theory Building

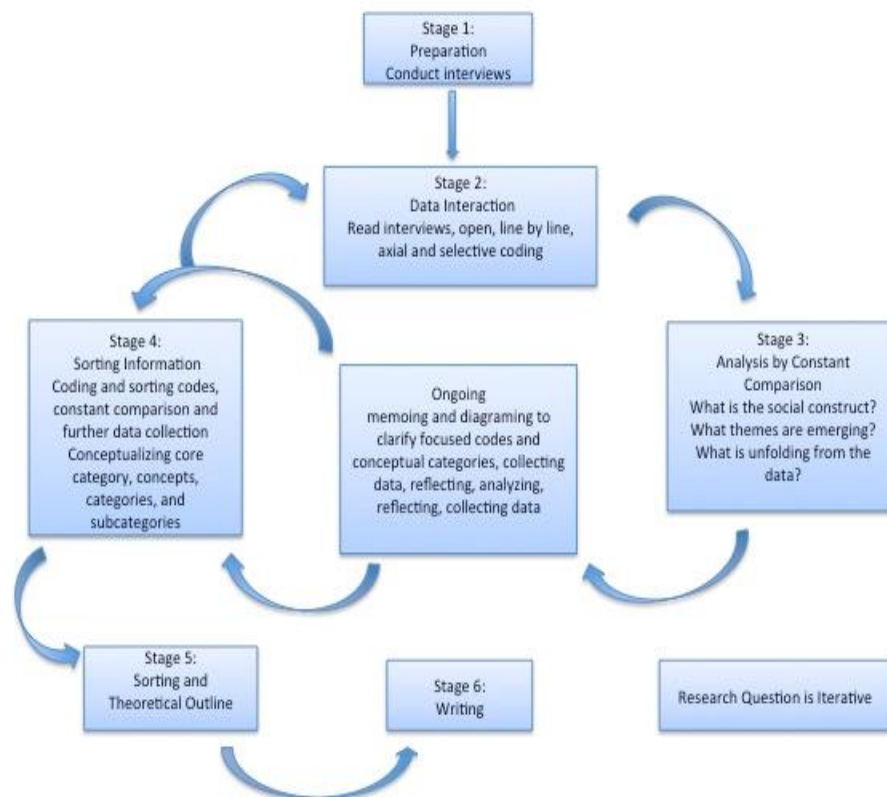
When expounding on grounded theory methods, Strauss and Corbin insist that the study must include the standpoints of its respondents (Mills et al., 2006) and that theories are developed from “interpretations made from the given perspectives as adopted or researched by the researchers” (Strauss & Corbin, 1994, p. 279). Further, this key feature of grounded theory involves the emergence of concepts from the data, which requires researcher flexibility and acceptance to fluctuating ideas. In observance of this notion, the constructivist grounded theory researcher is clearly committed to mirroring respondent experiences and developing a theory that is inductive and interpretive. Charmaz offers as a distinction of constructivist grounded theory, “...we must go further than surface meanings or presumed meanings” (Charmaz, 2003, p. 275). She suggests creativity of expression to represent the developing conceptual analysis of data while being current with the experiences of respondents. In keeping with this notion, the researcher

vigorously approaches the research from a place of genuine curiosity and discovery.

Figure 2, which follows, illustrates the stages of constructivist grounded theory building in general, and Figure 15 offers the final model of the theory specific to this study.

Figure 2: Illustration of Stages of Constructivist Grounded Theory Building

This diagram illustrates the circular process of constructivist grounded theory whereby analytic procedures are refined during simultaneous data collection and analysis:



3.3.20 Strategies for Trustworthiness

In qualitative or interpretivist research, the constructs and concepts of validity and reliability are replaced by trustworthiness (Lincoln & Guba, 1985). Due to the iterative process of data collection and analysis involved in grounded theory, various approaches must be observed in order to ensure that the developing theory is co-constructed by researcher and researched, rather than an imbalance of one over the other.

Trustworthiness also depends on sufficient complexity and variety of data to support the analytic claims that are asserted in the resulting substantive theory. To ensure that a systematic process of comparison has been affected, and that the theory is linked to data, the following components of trustworthiness must be included in a credible constructivist grounded theory study (Charmaz, 2005, 2006).

3.3.21 Reflexivity

Charmaz (2006) describes reflexivity as the researcher's self-inspection of decisions, ideas, research techniques, constructions and interpretations. Reflexivity is thought to enhance the rigour of a study because it calls upon researchers to examine their personal influence on the data. Further, Stanley encourages the use of reflexivity to "achieve a far more intense insight" (Stanley, 2006, p. 70). To add meaning, perspective and interest to a constructivist grounded theory study, examples of the reflexive interaction of the researcher should be included. Further, the researcher should pay particular attention to their subjective assumptions that may be made about the participants' meanings. Reflexivity is used throughout the data collection and analysis to maintain constant

awareness of the ways in which the researcher's life experiences and beliefs may impact the co-constructions (Finlay, 2002). Rigorous deliberation should be given to the power imbalance in the research relationship; further, a reflexive concentration must be fulfilled to ensure that the research relationship does not shape the findings (Finlay, 2002).

(Further discussion about the research relationship and the possible imbalance of power is offered in Section 4.1) However, in constructivist grounded theory research, "both the researchers and research participants interpret meanings and actions" (Charmaz, 2006, p. 131); therefore, the interpretative process is a collaborative one between researcher and participant.

3.3.22 Member Checking

Member checking is a method that is used to test the interpretations of the researcher.

That is, the researcher strives to verify his or her interpretations of data with a sample of informants by reviewing interview transcripts; in doing so, the intended meanings of the respondents are checked with the researcher's interpretations to ensure consistency.

Examples of member checking specific to this study are provided in Chapters 6, 7, and 8.

Throughout a constructivist grounded theory study, the researcher is well advised to be aware of Charmaz's clarification, "Constructivists attempt to become aware of their presuppositions and to grapple with how they affect the research" (Charmaz, 2006, p. 131). Member checking addresses the influence of researcher deduction, and brings clarity to its accuracy.

3.3.23 Saturation

The point at which “gathering more data about a theoretical category yields no new properties or adds no further theoretical insights about the emerging grounded theory” (Barker, Kinsella and Bossers, 2010, p. 32) is referred to as theoretical saturation. The constructivist grounded theory researcher conducts interviews and seeks categories and themes from the data until saturation is reached. “Categories are saturated when gathering fresh data no longer sparks new theoretical insights, nor reveals new properties of these core theoretical categories” (Charmaz, 2006, p. 113). As previously discussed, this is one of the features of grounded theory research that necessitates a flexible sample size.

3.3.24 Memo Writing

Addressing the importance of memo writing to constructivist grounded theory, Charmaz explains, “Memos help the grounded theory researcher grapple with ideas, set an analytical course, define relationships among categories, and gain a sense of confidence and competence” (Charmaz, 2003, p. 263). Memo writing, coding and data transcribing should take place simultaneously. It is recommended that, as ideas from the data surface, the researcher record the insights so that they are not forgotten; these notes are informal and spontaneously written. Further, the memos become sorted and supplemented with additional deliberation while the theory is being developed (Grbich, 1999). The memos are then cross-referenced with the theoretical underpinnings of the study, not to force the data, but to “draw on in the act of theory development” (Mills et al., 2006, p. 4). Examples of researcher memos are included in the presentation of the study for the

purpose of authenticating this method, and to enhance interest and depth of the research process. My aim is to add consistency, depth, and rigour to this research, thus I have included examples of memos and data excerpts (see Section 5.12) to verify the use of theoretical sampling for theory development, to show saturation, and to address the concern of rigour.

3.3.25 Audit Trail

Contained in the constructivist grounded theory study should be an audit trail that describes the research progress; further, it is recommended that the researcher include any diagrams or maps of codes and documentation of thoughts and reasons for the evolving process (Ballinger, 2006). I have included a decision point matrix (Appendix K) diagrams, maps of codes, and other corroborating documentation throughout.

3.4 Criteria for Constructivist Grounded Theory Study

The goal of this research is to advance a valuable Constructivist Grounded Theory study that is meaningful to participants and readers, and significantly contributes to the study of method in adolescent motivation. I followed the recommendation of Charmaz (2006, 2014) in using four criteria for evaluating grounded theory studies – credibility, originality, resonance, and usefulness. Corbin and Strauss recommended Charmaz’s criteria as the most comprehensive because they address both the scientific and creative components of qualitative research (Corbin & Strauss, 2008). Correspondingly, the fundamentals of these criteria are located in the work of Corbin and Strauss (Corbin & Strauss, 2008; Strauss & Corbin, 1990, 1998).

Below is a table that addresses the criteria for grounded theory studies, and assists the researcher in the evaluation of the completed work (Charmaz, 2014).

Table 5: Quality Criteria for Grounded Theory Studies

The following criteria, as explicated by Charmaz (2006, 2014), can be used when interrogating the quality of constructivist grounded theory studies.

<p>Credibility:</p> <ul style="list-style-type: none"> a. Has the researcher achieved intimate familiarity with the setting or topic? b. Is the range, number, and depth of observations contained in the data sufficient to merit the researchers claims? c. Has the researcher made systematic comparisons between observations and between categories? d. Do the categories cover a wide range of empirical considerations? e. Does the researcher present strong logical links between the gathered data and analysis? f. Has the researcher provided enough evidence to allow the reader to form an independent assessment, and agree with the claims?
<p>Originality:</p> <ul style="list-style-type: none"> a. Are the categories fresh? Do they offer new insights? b. Does the analysis provide a new conceptual rendering of the data? c. What is the social and theoretical significance of this work?

<p>d. How does the grounded theory challenge, extend, or refine current ideas, concepts, and practices?</p>
<p>Resonance:</p> <ul style="list-style-type: none"> a. Do the categories portray the fullness of the studied experience? b. Has the researcher drawn links between larger collectivities and individual lives, when the data so indicates? c. Does the grounded theory make sense to the participants? Does the analysis offer the participants deeper insights about their lives and worlds?
<p>Usefulness:</p> <ul style="list-style-type: none"> a. Does the analysis offer interpretations that people can use in their everyday worlds? b. Do the analytic categories suggest any generic processes? c. If so, has the researcher examined these generic processes for tacit implications? d. Can the analysis spark further research in other substantive areas? e. How does the work contribute to knowledge? How does it contribute to making a better world?

A corresponding evaluation of the constructivist grounded theory derived in this study is found in Chapter 8, Table 21.

3.5 Countering the Imbalance of Power

In the development of co-constructed meaning, the constructivist grounded theorist must seek to establish a sense of reciprocity in relationship to the participant (Mills et al., 2006). An objectivist epistemology condones the separation of researcher and participant; however, subjectivism requires that the relationship of participant and researcher move from subordination of the participant to an equal position of power (Fontana & Frey, 2000). In the interest of situating their relationship on equal footing, the researcher must be cognizant of the perception of the participant regarding their interactions. By engaging in reflexivity, the researcher can interpret his or her influence on the participant, and develop an interview plan that potentially creates a shared, enriching experience for both (Stanley, 2006). Rather than designing a “hit and run intrusion” (Russell, 1999, p. 403) when gathering data, the researcher must be sensitive to the power position as perceived by the respondent. Providing a venue for the participant to reflect on personal experiences should lead to an expansion of discovery for the researcher and the informant. Therefore, the interview becomes the “site for the construction of knowledge, and clearly the researcher and informant produce this knowledge together” (Hand, 2003, p. 18). This shift from the omnipotent researcher to a mutual collaborator with the respondent gives rise to the reciprocal construction of theory (Mills et al., 2006) that is integral to constructivist grounded theory. Congruently, the coach/coachee relationship in MI-via-CALC reflects this reciprocal partnership (recall Section 1.7 and see Section 6.2.3).

To create balance in the research relationship, constructivist grounded theorists are called upon to be conscious of the power discrepancy that may exist at the outset, and strive for a “non-judgmental stance towards those they are listening to and resist the urge to assign values to participants’ responses” (Holloway & Fulbrook, 2001, p. 543). O’Connor (2001) and Oakley (1981) offer their endorsed strategies for the nullification of a perceived power imbalance. Among their submissions are arranging interviews at a time and location that is chosen by the participant, holding a less structure interview so that the participant can share in its navigation, checking the participant’s understanding of issues as they arise, and being open and generous in sharing personal anecdotes and details. To strive for a non-hierarchical relationship, the researcher must bare his or her personality to the participant; otherwise, the result is “no intimacy without reciprocity” (Oakley, 1981, p. 56).

Specifically, in a study of adolescent participants, it is critical for the researcher to be available, open, and collaborative. Researcher characteristics of openness, sincerity, honesty and frankness will give more potentiality to open dialogue and genuine engagement between the teenage participant and the researcher. This exchange of ideas forms the groundwork for checking and rechecking ideas and meanings of both research questions and answers, resulting in authentic, reciprocal understanding and theory-building. Further, the beneficial aspects of the process are great in that the participants “gain greater insight into their own worlds through the research process, the creating of spaces for participants’ voices in the interpretation of data and the eventual findings and that researchers act as advocates for the participants” (Mishler, 1991, p. 29).

3.6 Constructivist Grounded Theory as a Methodology in the Study of the Adolescent Experience of Motivational Interviewing-via-Co-Active Life Coaching

When investigating the lived experiences, reactions and opinions of adolescents, the qualitative methodology consistent with constructivist grounded theory is fitting and appropriate. Olson and Raffanti (2004) point to grounded theory as a potent research methodology for studies of adolescents. They augment their opinion by highlighting the inductive nature of grounded theory, its reflective practice, and the naturalistic settings in which studies are positioned as an appropriate methodological fit for the study of teenaged respondents.

The methodological, epistemological, and philosophical principles of constructivist grounded theory are well suited for the development of a relevant substantive theory that may potentially improve practices in the interest of positive behaviour change in adolescents. The strength of grounded theory studies is that they can potentially explain what really happens from the adolescents' point of view and from their experience. Also, constructivist grounded theory uses an inductive method in a familiar setting; as such, it has the potential of structuring a framework from which to build further research in education (Olson & Raffanti, 2004).

A notable collection of grounded theory studies in adolescent research exists; a cursory check of literature in the last decade validates that researchers have utilized grounded theory in an array of adolescent problem areas, including: female adolescent body image and school success (Murphy, 2011); educational modifications for students with attention deficit hyperactivity disorder (Wright, 2011); influence of culture on parenting practice

and emotional intelligence of adolescents (Sung, 2010); adolescent health promotion through peer leaders (Ochieng, 2003); white adolescent male help seeking behaviours (Timlin-Scalera et al., 2003); music therapy with bereaved adolescents (McFerron, Roberts, & O'Grady, 2010); school-based, peer-led smoking intervention (Audrey, Holliday, & Campbell, 2008); and rural adolescent girls negotiating romantic relationships (Luft, Jenkins, & Cameron, 2012). This brief list of studies highlights the range of interests that has resulted in substantive grounded theories that may be utilized in the interest of adolescent counseling and education. Further, Aronowitz (2005) defends her choice of grounded theory methodology "to construct a theoretical model that describes the process by which some adolescents who have participated in risk-taking behaviours change their behaviors, and the motivations for these changes (p. 201).

Not all of the research listed above includes constructivism in the grounded theory paradigm; however, the method that is characteristic of constructivist grounded theory is conducive to generating theory from the rich and thick data emerging from adolescent participants who choose to partake in a study. Paying particular attention to the relationship of the theorist with participant, creating reciprocity in the co-construction of meaning and theory, attempting to modify power imbalance, and clarifying the researcher's position in theory writing (Mills et al., 2006) is fitting for a study of adolescents in that they may make their feelings, opinions, and experiences accessible if offered an open, trustworthy venue in which to be authentic.

Specifically, this constructivist grounded theory study may prove to be beneficial in determining the adolescent experience of MI-via-CALC as a valuable approach to promote positive goal setting, to increase self-efficacy and motivation, and to reduce at-

risk behaviour. The constructivist grounded theory that developed from this study may be relevant to health care professionals, educators, and parents who are concerned about lack of direction and impetus in adolescents to actualizing positive behaviour change, goal attainment, and personal growth.

3.7 Fitting a Round Peg into a Round Hole

The approach and features of constructivist grounded theory described herein significantly align with MI-via-CALC (refer to Section 1.7 for a description of MI-via-CALC). Following is a comparison of the shared features that connect both methodologies and substantiation of their paradigmatic fittingness to this study.

As distinguished from the tenets of constructivist grounded theory, the relationship of researcher and participant has the potential to be interactive, vigorous, and progressive in accessing data to theory development in relation to an age group that is not always easily reachable. Similarly, the MI-via-CALC model stresses the importance of the coach/coachee connection, and outlines the mutuality in realizing coachee goals and formulating progressive plans to apprehend them. The feature of researcher/coach validation prevalent to both methodologies offers potent prospect for reaching adolescents, who may respond positively to being supported rather than being directed. Additionally, the approach of constructivist grounded theory and MI-via-CALC meld well, and seamlessly conjoint to offer a sub approach applicable to study the “richness and diversity of human experience and to generate relevant, plausible theory which can be used to understand the contextual reality of social behaviour” (Hutchinson, 1988, p. 126).

Besides the ontological and epistemological fittingness of constructivist grounded theory and MI-via-CALC to the researcher, it is also important that the participants sense fittingness to the research; otherwise, the intended co-construction of meaning will be thwarted. A perfunctory look at grounded theory studies involving adolescents presents its methodological, epistemological, and philosophical principles as fitting to the study of this demographic; furthermore, this methodology has been demarcated as useful in research seeking “to understand complex concepts about consultee-centered consultation” (Hylander, 2003, p. 276). MI-via-CALC renders such consultation; in fact, the fundamental principal of co-active coaching is its focus on the coachee (Kimsey-House, et al., 2011). Therefore, constructivist grounded theory is anticipated as a worthwhile methodology in the construction and advancement of theory that addresses the process of MI-via-CALC to positive behaviour change in at-risk adolescents.

A goal of this study was to provide a co-construction of meaning that was apprehended in the form of multiple realities (Guba & Lincoln, 1994) to give expression to adolescent participants, to deliver an approach that respected their familiarity and contribution to research, and that resulted in a substantive theory that was generated for and about them. This overarching objective is consistent with symbolic interactionism (see Sections 3.3.18 and 4.5) and constructivist grounded theory (Aronowitz, 2005). Moreover, symbolic interactionism “is a foundational part of co active coaching” (Longhurst, 2006, p. 63), which further highlights its suitability to the tenets of constructivist grounded theory, and is evidenced in Process Coaching (Kimsey-House, et al., 2011). Both MI-via-CALC and constructivist grounded theory require the coach and researcher to focus

on shared experiences of coachee/participant and the processes by which conclusions are made of the world.

Furthering the similarities of both approaches, MI-via-CALC and constructivist grounded theory provide flexible guidelines to the coach and researcher respectively. The emphasis of each methodology is on guidelines, not rules, and the goal 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 following table exemplifies the similarities of the tenets and approaches of MI-via-CALC and constructivist grounded theory in order to substantiate their mutual fittingness to this area of interest.

Table 6: Parallel Features of Constructivist Grounded Theory and MI-via-CALC

The following table verifies the fittingness of constructivist grounded theory and MI-via-CALC as counterpart methodologies appropriate to this study.

Feature	Constructivist Grounded Theory	MI-via-CALC
Approach	<ul style="list-style-type: none"> • Emphasis on flexible guidelines not methodological rules to develop an understanding of psychological and sociological processes within a framework 	<ul style="list-style-type: none"> • Offers core principles and tools within flexible guidelines, not prescriptive directions, to explore processes of change exclusive to an agenda set by the coachee

Relationship to Respondent	<ul style="list-style-type: none"> • Initial focus on building connection between researcher and participant; correlation is iterative to match the needs of the participant • Reciprocity of researcher and participant views, stories, and interpretation • Co-construction of meaning is shared by the researcher and the participants • Researcher pays close attention to the relationship, nullifying power imbalance 	<ul style="list-style-type: none"> • Initially, coach and client work together to design an alliance that is changeable to accommodate needs of coachee • Coach and coachee are committed to a mutual coactive connection constructed together for the achievement of common goals • Coach's focus on reciprocal relationship is ongoing • Power is granted to the relationship, not to the coach or the coachee
Partnership with Respondent	<ul style="list-style-type: none"> • Researcher learns how participant makes sense of their experiences • Multiple realities of participants and researcher are recognized • Co-construction of meaning exists between researcher and participant • Research is from shared experiences of issues important to participants and researcher 	<ul style="list-style-type: none"> • Coach and coachee learn from the actions that the coachee takes during the MI-via-CALC process • Coachee and coach are recognized equally as naturally creative, resourceful and whole • Coachee is the star of the relationship and the coach holds the coachee agenda
Ethical consideration	<ul style="list-style-type: none"> • Researcher respectfully establishes and maintains professional ethical standards • Researcher adheres to strict guidelines of Ethical Conduct by University Research Ethics Board 	<ul style="list-style-type: none"> • Coach abides by a code of conduct that is respectful, professional and bound by applicable laws and regulations • Coach adheres to ethical guidelines of International Coach Federation

Reflexivity	<ul style="list-style-type: none"> • Researcher is aware of being part of the research process, co-constructing grounded theory through past and present experiences, interpretations, and interactions with people; researcher checks and reflects on interpretation 	<ul style="list-style-type: none"> • Self management reflects the total commitment of the coach to the coachee, whereby the coach is introspective about personal reactions during the coaching process, and checks and reflects on interpretation
Developing understanding	<ul style="list-style-type: none"> • Contextual and relativist • Researcher is attentive during interviews, checking participant's responses (member checking) • Participant is regarded as the expert of personal experience • Interpretations are a shared reality of researcher and participant – symbolic interactionism • Development of understanding by both participants and researcher through multiple realities and the co-construction of meaning • Researcher knowledge and understanding are integral to the interpretive process 	<ul style="list-style-type: none"> • Contextual and relativist • Coach is fully present, verifying coachee's responses • The coachee is regarded as the expert of personal life, having the answers that the coach illuminates. • Knowledge and experience of coach and coachee are shared to development of coactive plan – symbolic interactionism • Multiple realities offer the coach and coachee a perspective from which to examine issues and consider possibilities for change • Coach's intuition and knowledge are important to the process
Communication	<ul style="list-style-type: none"> • Researcher communicates position as partner in the research process, rather than objective analyst • Open and honest; truthful; reflects parity of researcher/participant; 	<ul style="list-style-type: none"> • Collaborative; peer-to-peer; respectful; confidential • Coach listens at effective level and interprets distinctions in voice, tone, reaction, strength and energy

	<p>confidential</p> <ul style="list-style-type: none"> • Researcher listens attentively and interprets distinctions in voice, tone, reaction, strength and energy 	<ul style="list-style-type: none"> • Coach is truthful and forthright as a means of building trust and generating opportunities for growth
Questions	<ul style="list-style-type: none"> • Initially, general questions focus on understanding individual experiences and interpretation • More detailed questions are used to help to shape the influences of a phenomenon • Open ended, in depth, direct questions are semi-structured yet emergent • Strategies and consequences are explored through probing 	<ul style="list-style-type: none"> • General questions facilitate coach's understanding of the coachee's background, interpretation, and agenda • Powerful, simple, direct, open questions are used to evoke clarity, action, discovery, insight, and coachee commitment • Coach asks curious questions that evoke a sense of equality, exploration, problem solving
Memos and visuals	<ul style="list-style-type: none"> • Researcher uses notes to spark ideas about participant responses and evolving theory • Logic diagrams or story line may be used to connect categories and develop fresh ideas 	<ul style="list-style-type: none"> • Coach and coachee create visuals, e.g. the Wheel of Life, to facilitate discovery, decisions and actions • Coach takes notes to prompt memory and to create connections to support coachee agenda

3.8 Summary

In the interest of edifying the reader to the methodology particular to this research study, Chapter 3 outlined an historic perspective of grounded theory in general, and then provided description of the specific elements of constructivist grounded theory.

Furthermore, given its importance to this research paradigm, the researcher-participant relationship was considered. Finally, deliberation was given to the fittingness of constructivist grounded theory and MI-via-CALC as methodological counterparts.

In the next chapter, I identify my position in this research, the process of receiving ethics approval and recruitment, a description of the participants of the study, and the theory that added to the data collection.

Chapter 4

Description is the foundation upon which qualitative research is built. ... Here you become the storyteller, inviting the reader to see through your eyes what you have seen ... Start by presenting a straightforward description of the setting and events. No footnotes, no intrusive analysis – just the facts, carefully presented and interestingly related at an appropriate level of detail.

(Wolcott, 1990, p. 28)

4 Situating the Three R's and the S ... the Researcher, the Researched, the Research, and the Study

This chapter continues from the explanations in Chapter 3 of the methodology of constructivist grounded theory to provide detail and bring into practice the preliminary approach to this study. This chapter, as indicated from the title, provides background information about me as reflexive researcher, specifies the steps taken to procure ethics approval and undertake participant recruitment, describes the participants and their reason for joining the study, and explains the theory that, in part, informed the data analysis of the study.

4.1 Situating the Researcher

My role in this research project has been that of “actor, designer, interpreter, writer, constructor of the data, ultimate arbiter of the accounts proffered, and as accountable for

those accounts” (Clarke 2005, p. 12). During the process of interviewing, gathering data, and construing meaning, I was required to be open and honest about my perspectives and experiences, and how they influence the interpretation of data and the formulation of theory. Because transparency of my role in this study is a methodological requirement of constructivist grounded theory, I position myself in the study by interlacing my subjective responses into the writing, and offering explicit examples of my deliberations to the study (Cresswell, 2007). Clarity about my location to the study is interwoven throughout the rendering of the research; as such, examples of reflexivity (definition available in Section 3.4.1) are threaded throughout this paper and presented in a boxed discussion, as shown below.

Reflexivity is expressed throughout. I reveal my thoughts regarding the participants, the direction of the study, theory development, development of categories and coding, and changes in direction of the study.

Additionally, the creation of categories for this study is the result of my in-depth knowledge of the data and my personal and professional background. The interpretations of qualitative research writings are based on the knowledge, education, experiences, values, gender, culture, and personality of the researcher, the researched, and the reader (Cresswell, 2007). Further, a constructivist grounded theory study calls for the researcher’s subjective approach and the theory that develops from the data is determined by the researcher’s abstract analysis. “The theory depends on the researcher’s view; it does not and cannot stand outside of it” (Charmaz, 2014, p. 239). For that reason, and in the interest of consistent reflexivity, I offer my worldview, a personal and professional context, for the edification of the reader.

I have had the privilege of being an educator for over twenty years, and have enjoyed the triumphs and challenges that are endemic to my profession. Through painstaking trial and even more painful error, I arrived at the conclusion that students do not respond positively to the tactics of seize and control. Supporting others in realizing their full potential elicits progress, and walking beside a person offers far more prospective growth than trying to pull them forward or push them from the rear.

After several years of teaching and guidance counselling, I achieved a specialist in Reading, which added to my teaching credentials. An aspiration to develop an educational service to support students in understanding their learning style culminated in personally founding and running an educational service, facilitating students with numeracy, literacy, and self actualization skills. Through this experience, I gained knowledge of motivational techniques, and supported my students in their objective for improvement of proficiency and aptitude. I applied the unique contexts of MI-via-CALC (see Section 1.7) and felt buoyed by the positive results in the students with whom I interacted. These young people were referred to me because of a block in their ability to perform to their highest potential. Often times, their belief in themselves stood in the way of their success. Prior negative feedback, attachment to feelings of ineptitude, and the conviction to futility impeded progress and dashed hope. Coaching students to break down the barriers that they constructed, leading them to the recognition of their part in the cycle of despair, proved to be rewarding for them and for me.

I felt the need to reinforce my experiential knowledge and undergraduate degrees in Arts and Education with a Master's of Science degree in Education. Witnessing the pedagogy of talented, passionate instructors and mentors fortified my professional knowledge.

What continues to resonate is the information and research that I studied about social and health practices vis-à-vis positive youth development. Evidence continues to indicate that the enhancement of social and emotional skills provides students with the foundation for flourishing cognitive and behavioural advancement (recall studies cited in Section 2.5.2 and 2.5.3, and see Section 4.5).

My desire to augment my knowledge of counselling compelled me to attend various workshops, lectures, seminars, and courses. Further, I became certified in administering various personality and interest tests which I offer as a discovery tool for students (refer to my curriculum vitae at the end of this paper). Through the years, I have developed a cache of understanding and an abounding perspective of adolescents; their likes, strengths, interests, study habits, tolerance for homework, what makes them tick and what ticks them off. As their teacher and guidance counsellor, I advanced my expertise of effective strategies for promoting positive learning and emotional development; however, the most valued experts about adolescents were the adolescents themselves. Still, for some, the divide between what they know to be true and their selection of actions is vast (recall to Section 1.1). Through my professional practices, I became aware that students desire guidance without being told what to do; they want to be supported, respected, and heard. The current challenge is to discover a motivational technique to guide the individual as he or she identifies what needs to be changed and then coach through the process of accomplishing a way of life that creates balance and healthy living. It is to this purpose that I heard the familiar calling to move to the next level in my flight of knowledge and education. Specifically, I decided to conduct a constructivist grounded theory study of the adolescent experience of MI-via-CALC (See Chapter 1).

When embarking on this study, I was enthusiastic about conducting a rigorous constructivist grounded theory research project. I was eager to submerge myself in the experience and to encounter each phase of the analysis. I was interested in completing a literature review on this topic, and intrigued to learn that research is needed in this subject area (see Section 2.6). Charmaz describes the must-haves of style when writing a constructivist grounded theory research project. She stresses that the prose must move beyond recounting the details and specifics to embracing linguistic “style and narrative exposition” (Charmaz, 2014, p. 314). Explicitly, rendering the mood and feelings of the participants carries the analysis beyond reporting to “analytic narrative” (Charmaz, 2014, p. 315). I was attracted by the dexterity of words essential to constructivist grounded theory, and I looked forward to the challenge.

A constructivist epistemology appealed to the creative, interpersonal, interpretive side of my character. The process of coding and the specificity of the components of constructivist grounded theory lured me, albeit with an awareness of Charmaz’s advice to use this detailed method not as a recipe for doing research but as a guide.

My personal ontology is subjective; that is, I regard social reality as constructed, subjective, and contextual rather than absolute, as is the positivist bearing. When considering this research project, I positioned myself as a co-contributor of experiential interpretation and construction of theory, involved in a relative interaction of the research process rather than locating myself as the omniscient bystander. The interpretive nature of constructivist grounded theory lends itself to post-modernism in that ideas and values are subjective and a critical lens is used to appraise and understand a phenomenon.

My axiological underpinnings presented an emic and etic symbiosis between the researched and me. The respondents' beliefs and my horizon of understanding social and cultural norms were juxtaposed. My presence was apparent, as was my belief in respect, equality, fairness, limitless potential and positivity. My position closely aligned with Heidegger's belief that Being is life, and that we learn who we are by contemplating our actions, intentions, and experiences. It is through this process that we gather a deep level of understanding about the meaning of life (Heidegger, 1962). In keeping with post-modernism, I acknowledged my influence on the study.

My expectation of this study was to procure useful and abundant knowledge that matched my assumption that the experience of MI-via-CALC would be positive for adolescents. This assumption was based on my education and experiences, conversations and observations as an educator, advocate, neighbour, friend, colleague, sibling, student and mother of three adolescents.

I saw my background and training as an asset to the constructivism and interpretivism of this study; my formal education and experience as an educator of adolescents formed the base from which to develop my ideas, rendering and creativity. My awareness of this predilection and attitude prompted me to interrogate myself on a regular basis during the research process. Was I giving voice to differing or contradictory perceptions? Was I yielding to the temptation of omitting contradictory responses? Was I intentionally or unintentionally thwarting negative reactions through my line of questioning (Clarke 2005, p. 15)? The result of this introspection caused me to exercise my reflexive muscle.

During the development this study, my intuition and creativity were applied to the analysis of the data and construction of collaborative elucidations about the adolescent experiences of MI-via-CALC. The major insights that I experienced were numerous and profound. I immersed myself in the writings of Charmaz and others who have explicated constructivist grounded theory. Throughout this paper, I illustrated my thought process, learning and leanings, insights and issues. A major issue that I addressed was sifting through the reams of literature on constructivist grounded theory and developing a research design that would capture the personalities, progress and processes of the adolescent participants.

4.2 Situating the Study: Snag and Success

4.2.1 Snag in the Recruitment Site

The collective adolescent naturalistic setting, until the age of 18 years, is school; therefore, my intention was to recruit adolescents from a high school. A district school board governs the school intended for this study; therefore, I sought permission for this study from the director of the school board and the superintendent of student success at the school board. They were assured that all findings would be used appropriately, as would the dissemination of data, and that the anonymity of all participants would be maintained. My plan, then, was to procure permission from the principal to inform the guidance counselors, administration, and student success team from the secondary school of my research interest and request that they give my study information, which would be in print version, to students who, if interested, would contact me. I would not know the identity of the students unless they chose to get in touch with me, nor would I initiate

contact with any student. Appendix K consists of the letter submitted to the director and superintendent.

Unfortunately, I was not able to meet with the director; this person was not available for the two months that remained in the person's tenure. However, in my communication to the superintendent, I explained that the university research ethics board protocol was stringent and specific in its mandate to watch for the safety and security of the vulnerable sector, and that the participants of my study were considered vulnerable because they were under the age of 18 years. Ultimately, my request to recruit participants from the school board was denied. In the prevailing interest of disclosure, the process of the REB application and my steps to procure permission from the board in order to be granted REB approval is provided in Appendix L.

4.2.2 Ethical Considerations

Broadening the rigorous parameters of the REB, I carefully measured the following ethical consideration for the participants of this study based on Alderson and Morrow (Alderson & Morrow, 2004).

1. Why am I asking adolescent participants to take part in this study?

To learn more about the adolescent view and experience of MI-via-CALC in the interest of seeking an alternative approach to motivation and support for those who live and work with this population. To my knowledge, the research question asked in this study has not been investigated.

2. What are the potential benefits to adolescents who take part in this study? (a question purported by the school board as unanswered (see Appendix M).

The opportunity to experience eight weeks of MI-via-CALC with a CPCC and to reflect on their experiences when participating in this constructivist grounded theory study may be of benefit.

3. What choices do adolescents have about being contacted, agreement to take part, withdrawing, and confidentiality?

The adolescents' initial interest to participate in the research required that they approach me directly. Adolescents and their parent/guardian provided written and verbal agreement to participate and could withdraw from the study at any time. No information leading to identification of adolescents was provided in the reporting of the research. Adolescents chose whether parents would be in attendance during interviews and their confidentiality was respected. Decisions were made in consultation with the adolescent and parent regarding the timing of all interviews.

4. Should the adolescent participants be compensated?

This research was not funded. Certified Professional Co-Active Coaches who volunteered their time coached the adolescent participants. Compensation for coaching was not required in this study.

5. To what extent can the adolescent participants contribute to the research? What safeguards and checks are in place?

Through their involvement in member checking (see Section 3.4.2), adolescents participated in the development of the theory of this research. They were able to

choose the extent of involvement in the study (for example, their permission was asked prior to each interview).

6. Are the aims and implications clearly explained?

Individual adolescent participant understanding of the research aim and what their participation would entail were confirmed at a private information meeting prior to their participation. To allay my concerns regarding omitting contradictory responses (see Section 5.11: Negative Cases), I reminded them at the beginning of each interview that there are no incorrect responses, and that their opinion is valuable. They were invited to speak their truth.

7. How well are rights to refuse cooperation explained and respected? Are informal ‘pressures’ used? What is the correct balance of child and parental consent?

Prior to the MI-via-CALC protocol, each potential participant was informed of the right to discontinue involvement in the research. Parent permission was obtained at the same time as the adolescent consent. Both parent and adolescent consent was required for this study.

8. Do participants know about and comment on the findings?

Constructivist grounded theory includes the co-construction of meaning; that is, the adolescent participants were invited to review, clarify, verify, comment on, and add to the interpretation of data.

9. How does the research affect adolescents through its impact on thinking, policy and practice?

This study has the potential to impact the way in which adolescents are supported; this may be achieved by a resulting increase in understanding of the adolescent perspective and experience of MI-via-CALC.

From the inception of this research study, the principles of doing no harm to research subjects were of paramount importance to me. Nevertheless, formal access to a research site proved to be problematic. This barrier was unanticipated; seeking permission for this research from an institutional committee was next on the agenda.

Responses from seven school boards situated in Massachusetts were similar to the first school board that I contacted. The voice of professionals who work with adolescents articulated support and belief in the value of this research, but the deed fell short of offering consent. Concern based on potential litigation and possible negative parental reaction precluded all board officials from granting permission to recruit participants from their schools. As a result, I took a different tack in my passage to find adolescent participants for this study.

4.2.3 Success in Attaining a Recruitment Site

Encouraging and enthusiastic supporters from a vibrant parish in Massachusetts laid the path for the participant recruitment process. I met with parish counsel members, then I arranged an interview with the pastor, and after a gratifying discussion, I was given permission to access adolescents from the parish. The REB approved my revised submission, and with great intention, I began the recruiting process by advertising my study in the weekly printed and electronic church bulletin (see Appendix C). I was optimistic that my advertisement would reach its appropriate audience; next, I would wait

for calls and emails to flood my phone, dispense the study information, and begin the research protocol.

Simultaneously, I recruited CPCCs for the study. I sent requests by email (see Appendix H) to 41 coaches. Initially thirty-six coaches expressed interest, and fourteen responded positively, agreeing to participate in the study; they subsequently received an email and package, as seen in Appendix M. Seven CPCCs applied for, received, and submitted their police reference checks and began the study; however, two coaches did not complete the coaching protocol because of participant withdrawal (see Section 4.3 and Table 9). Further, two CPCCs coached two participants each. In total, five CPCCs completed the coaching protocol.

With coach recruitment under way, I waited for responses from potential participants. Disappointingly, a trickle of enquiries ensued, but I was able to arrange one meeting for the end of May 2014. Subsequently, the adolescent and her parent signed the Informed Consent form; the fifteen year old began the coaching protocol in early June.

During the months of March to November 2014, the weekly church e-bulletin notice continued to be sent to over 2,700 families in the parish, and the print version was distributed to all Sunday Mass attendees (recall Appendix C). This distribution led to only one significant telephone enquiry; however, the caller decided to wait until September to discuss this opportunity with her son. In the fall, I was invited to speak at a parent meeting, and sacrament preparation meeting. These presentations yielded interest in the study, and I received requests for follow-up information meetings from twelve families. From those, six signed the Informed Consent form (recall Appendix E) and

three indicated that they were interested in participating in the study, but that their fall activities schedule prevented them from participating for at least two months. They agreed that I should contact them in the second term of school (January) to revisit their commitment to the study.

By September, the study was underway with three boys and three girls comprising the initial sample set. My plan was to include the additional three participants discussed in the previous paragraph after initial coding and categorizing took place for theoretical sampling (see Section 1.15.7, and Sections 4.4 and 5.10 that follow). Appendix O summarizes the rocky road of the recruitment process.

There are no firm guidelines for the sample size of constructivist grounded theory studies; however, consistent with other qualitative studies involving motivational techniques and adolescents (recall Sections 2.5 and 2.6), seven participants comprised the final sample set. Further, the sample set resulting from the recruitment process exemplifies the iterative nature of qualitative research studies (see Tables 7, 8 and 9 that follow). My expectation was that the resounding issues of the adolescent participants would be alcohol and drug related; however, the recruited participants were attracted to this study because of the motivational aspect of the coaching process. 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.

This participant’s concern was of particular interest to me for personal reasons. I found myself asking questions apropos to a hermeneutic phenomenological approach. (What is your lived experience of T1D?) I made a conscious effort to resist this line of questioning, and remained focused on the research questions applicable to this study.

4.3 Situating the Researched

Prior to the transcription of interviews, each participant was given a pseudonym to sustain anonymity and confidentiality. The aliases were either assigned by me, or created by the participant; some were very interested in crafting a personal pseudonym while others asked me to create a designated name. The following table displays the pseudonyms and brief descriptors of the participants and the initial reason for wanting MI-via-CALC.

Table 7: Participants – the Original Four

Participant Pseudonym	Description	Concern
Woodsman	<ul style="list-style-type: none"> • 13 years • Male • Very positive about the study • Open to “trying it” and excited to participate 	<ul style="list-style-type: none"> • Lack of motivation to focus on school work and complete tasks in school subjects that do not come naturally; that is, history, English • Disappointed in science, technology, engineering and math performance • Would like to be self-motivated to do his best in school, and allocate time for

		<p>work and play</p> <ul style="list-style-type: none"> • Would like to be less of a follower and more of a leader • Sibling discord
Ari	<ul style="list-style-type: none"> • 15 years • Male • Youngest in the family • Agreed with hesitation to take part in the study • “Could use the help in doing better in school” 	<ul style="list-style-type: none"> • Lack of commitment to organized activities • Lack of motivation to complete tasks • Feels self-disappointment that leads to avoidance of obligations • Friends becoming involved in drinking; wants to steer clear
Barrister	<ul style="list-style-type: none"> • 17 years • Male • Reluctant to join study • Decided to sign up because curious about the process 	<ul style="list-style-type: none"> • Needs to focus on studies • Concerned about post-secondary decisions and upcoming applications • Would like help in motivation to be self-directed
Pink	<ul style="list-style-type: none"> • 16 years • Female • Enthusiastic to take part in the study and grateful for the opportunity 	<ul style="list-style-type: none"> • Bullying issue with peers • Lacks confidence in being her own leader • Wants to break free of a negative peer group

4.3.1 Theoretical Sampling

As discussed in Section 3.3.7, the purpose of theoretical sampling in constructivist grounded theory is to expand participant responses in order to fortify and shape categories and subcategories from a range of data. The goal of theoretical sampling is to encourage emergent relationships, patterns, and variations of the initial concepts and categories in order to fill gaps in emerging theory (Charmaz, 2014). Further, the idea of theoretical sampling is to help the researcher to “check, qualify, and elaborate the boundaries of your categories and to specify the relations among categories” (Charmaz, 2014, p. 205) in order to link them. This commitment to maximum variation contrasts with sampling procedures that focus on a specific sample set, as is often used in quantitative research (Charmaz, 2014).

When I reached a stage of theory development that required abductive reasoning, that is, making inferences and imaginative ways of reasoning (Charmaz, 2014) about experiences, I returned to the three participants mentioned in Section 4.2.3, and invited them to join the study. This method allowed me to verify previously created categories, to explore novel ones, and to build connections between categories (see Chapter 6). Six months after the study protocol began, the three additional participants joined the study. CPCCs were procured, coaching ensued, and data collection followed four weeks after each participant began the MI-via-CALC sessions. The following table displays the pseudonyms and brief descriptors of the three participants, and identifies the reason for each assenting to MI-via-CALC.

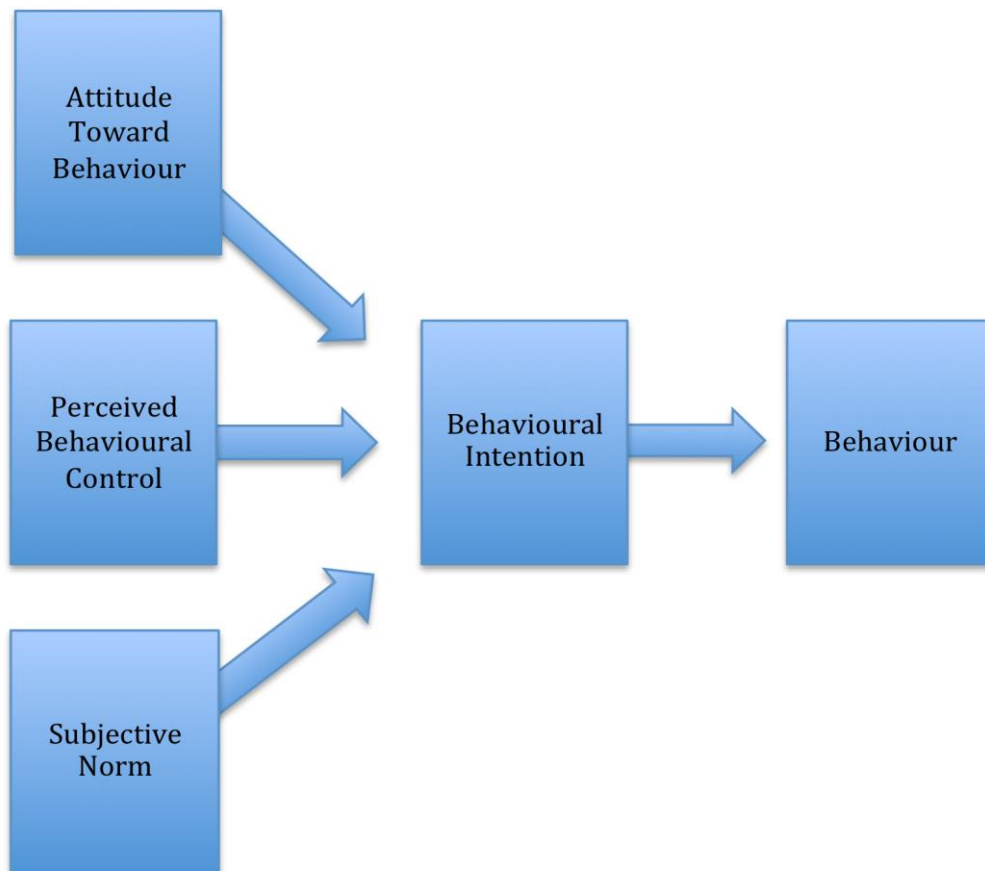
Table 8: Participants – and Three More

Participant Pseudonym	Description	Concern
Geo	<ul style="list-style-type: none"> • 13 years • Male • Enthusiastic about joining the study and grateful for the opportunity to experience MI-via-CALC and to contribute to university research 	<ul style="list-style-type: none"> • Motivation to be his best in school • Resolution to indecision about high school choices • Organizational skills that stand in the way of fulfilling obligations in school and at home
Veetee	<ul style="list-style-type: none"> • 17 years • Female • Excited about taking part in study • Curious about the coaching process 	<ul style="list-style-type: none"> • T1 Diabetes • At times feels out of control with diet • Uses T1D as a crutch to excuse herself from social eating
Beyoncé	<ul style="list-style-type: none"> • 17 years • Self-directed to study • Eager to begin 	<ul style="list-style-type: none"> • Social • School • Future • Going to post secondary away from family and friends • Resists change; would like to figure out how to accept change

4.3.2 Participant Withdrawal

As explicated in Section 2.2.2, Ajzen's Theory of Planned Behaviour (Ajzen, 1988, 1991) delineates the subjective norm as an individual's perception of what others (parent, friend, mentor) important to the individual think about the individual's planned behaviour. This influence is subjective; that is, the individual's positive or negative attitude toward performing the behaviour, perceptions of the expectations of others (subjective norm), and perceived control of the behaviour determines intention to achieve the behaviour and performing the behaviour. The following diagram offers clarification:

Figure 3: Theory of Planned Behaviour (adapted from Ajzen, 1991)



Two participants withdrew themselves from the study without notice or discussion; that is, each did not call the CPCCs at the designated time, and each refused to answer the CPCCs solicitous emails. The following table outlines a brief description of the aforementioned participants.

Table 9: Participants – Out the Door

Participant Pseudonym	Description	Concern
Goldie	<ul style="list-style-type: none"> • 16 years • Female • Willing to take part in study; after withdrawing from protocol disclosed that participating was part of a bargaining tool 	<ul style="list-style-type: none"> • Bullied • School avoidant • Peer pressure to use drugs/alcohol • Anxious about social circle
Girl	<ul style="list-style-type: none"> • 15 years • Female • Politely agreed to take part in study • After withdrawing from study revealed that she didn't know why she was participating 	<ul style="list-style-type: none"> • Over-achiever • Felt that she didn't measure up to siblings • Lack of self esteem • Difficulty with time-management • Stressed due to perceived expectations of others

One participant, Goldie, took part in four coaching sessions, and had one face-to-face interview by me. She was enthusiastic about the process; however, without notice, she

did not proceed with the protocol. During a follow-up conversation that took place after many attempts by the CPCC and me to reach her, Goldie told me that she was taking part in the study as leverage to gain permission from her mother to change high schools.

When her mother did not acquiesce, Goldie told her that she would not continue with the coaching sessions. Following is an excerpt from our outtake interview.

Goldie: My mom doesn't care anyways ... she doesn't care about me at all. She just wanted to look good to my grandma who told her I should get coaching or something. No offense, it isn't bad or anything ... I just don't want to talk about my feelings and stuff. The coach is really nice like I said but I don't want to do this anymore. My mom won't let me change schools so I'm not doing this and I don't care if she's mad 'cause she's not the one who's getting coached and she doesn't even care if I drop or not she never even checks with me to see if I talked to the coach and when I get off the phone she doesn't even ask who I was talking to so I'm not gonna do it anymore.

Similarly, Girl withdrew from the study without notice; also, she fulfilled four coaching sessions. However, the CPCC reported that the duration ranged from 45 minutes for the intake session to 5 minutes for the fourth session. Girl reported that she was taking part in the study to please her mother, but that she had no interest in continuing with the study.

Girl: My mom told me it was on me if I want to keep going and I don't think I do 'cause I have nothing to talk about and my mom agrees that maybe I should drop so if she's good with it and she is then I'm gonna drop it because like my mom was the one who wanted me to do it and now she doesn't really care one

way or the other and she asks me what it was like but then she moves on with her own stuff and I don't say much about it so I'm not like – I'm gonna drop it.

An emergent idea from my conversations with Goldie and Girl is that the mothers of the girls wanted them to take part in the study more than the girls did (motivated by subjective norm) but that the mothers were negligent in sustaining interest in the MI-via-CALC sessions (diminished reinforcement of subjective norm). Additionally, the girls did not value the MI-via-CALC sessions, each stating that she did not know why she was taking part in the study (negative attitude toward the behaviour) and initially, that her mother wanted her to sign up (lack of control beliefs). Because the girls signed up for the study in accordance with their mothers' wishes (in Goldie's case to profit from mother's pleasure and subsequent consent to move to a different high school), and their mothers lost interest in the coaching sessions, the emergent idea is that the subjective norm, as concluded in Session 2.5.3, is influential on intention to change, and that parental encouragement is important during adolescents.

4.3.3 Voice of the Participants

The voice of each participant listed above (excluding the two participants who did not complete the protocol) is heard in the findings of this study; however, in constructivist grounded theory research, it is not necessary to give equal weight to each participant. The development of grounded theory involves concepts and relationships of concepts, not the individuals who participate in the study (Corbin & Strauss, 2008). As a result, focus is given to the data that most represents the concepts of the developing theory, not to uniform representation of each participant's responses.

4.4 Situating the Study: The Theoretical Framework Continued

In this chapter, I submit a summary of extant studies, theories, discourses and literature that were used as conceptual groundwork, support for theoretical sampling, reference to the construction of categories and location of theory, and relevance for the analytical determinations of this study.

Symbolic interactionism (Blumer, 1969; Weber, 1985; Mead, 1932; Thomas, 1983), outlined in the previous chapter (see Section 3.3.18), provides a footing for this research and unites theory with method. Symbolic interactionism denotes a theoretical perspective that presents people as jointly acting and forming meaning about themselves and their world; this process of acting and interpreting is shared, each moving the other. Further, it assumes that people make sense of their world through language and symbols, and that they act in accordance with their interpretation, affecting situations and subsequent analysis of how and why events and interactions happen (Charmaz, 2014). Relevant to the researcher, symbolic interactionism promotes learning and consideration of the actions and concerns of respondents, how they recognize their world, how they behave, how they comprehend their social reality, and how they undertake life.

Symbolic interactionism keeps a theoretical perspective on how people define, locate, and interpret themselves, others, and their actuality. Similarly, people project how others view them and they act in accordance with their interpretation of what others are thinking, feeling, and projecting. The following example may illuminate this premise. An adolescent male confidently joins a gathering, expecting to enjoy the event; however, he

believes that his judgment is accurate when he interprets a glance his way, and a comment by two attendees of the function, as adversarial. Consequently, his feelings change from confidence and happiness to anger, dejection, and he decides to leave the gathering. His interpretation of the social interaction, his subsequent feelings, and response to his interpretation form the symbolic interactionism perspective of process (his interpretation of the sequence of events) and change (his mood, construal, and action). Symbolic interactionism stimulates theory construction because it offers a framework from which to view social realities (Charmaz, 2014). Grounded theory methods, which emphasize process, meld with symbolic interactionism, providing the tools for theory elucidation and construction.

Also, this constructivist grounded theory research study was informed by extant literature on adolescent motivation; as such, the codes and categories that ensued were expressions of my knowledge of the literature. Further, relevant scholarly literature was used in the constant comparison method and in theoretical coding (refer to Section 3.3.15) (Charmaz, 2014). A review of such literature follows directly, and is woven throughout this paper.

In recommending motivational strategies for behaviour change in at risk youth, Wolfe, Jaffe and Crooks (2006) outline skill development through programs that shape personal fortification from factors that are associated with risk behaviour. They underscore healthy relationship building, conflict resolution and problem solving capability as necessary tools in preventing risk behaviour (Wolfe et al., 2006). Further, they assert that prevention programs should “offer youth a range of choices to reduce risk rather than attempt to completely eliminate particular behaviors” (Wolfe et al., 2006, p. 231). This

assertion agrees with the methodology of MI-via-CALC in that the latter does not impose direct persuasion or should-dos; the coach helps the coachee to access the answers (see Section 6.2.1.1 and Table 6). Wolfe et al. affirm that youth must be empowered by healthy relationships and that parents, teachers, and schools share an obligation to be the primary participants in prevention programs. This corresponds with the Theory of Planned Behaviour (Ajzen, 1991) (recall Section 4.2.3 and Figure 3).

Roth and Brooks-Gunn (2003) concentrate on the enterprise of youth development programs to enhance social skills and provide enriching experiences. They pin hopes on these programs as a tactic to eliminate obstacles and prevent behaviour that encumber youth development. The researchers previously studied the elements of 48 programs to establish what makes some programs more successful than others. They found that successful “youth development programs seek to enhance not only adolescents’ skills, but also their confidence in themselves and their future, their character, and their connections to other people and institutions by creating environments, both at and away from the program, where youth can feel supported and empowered” (Roth & Brooks-Gunn, 2003, p. 180). Bandura also focuses on the psychosocial aspect of individuals, and points to self-efficacy beliefs as influencing intrinsic and extrinsic motivation (Bandura, 1989). Refer also to Section 2.2.1 for further detail.

When explicating positive youth development, Lerner, Fisher, and Weinberg (2000) refer to the five C’s; competence in the areas of academics and social skills, and career aspiration are critical elements that account for two of the C’s. Further, they assess confidence in self and connection with others as vital to affirmative growth in

adolescents. Integrity of character and compassion in nature were also cited as attributes to youth development (Lerner, et al., 2000).

Similar to Ajzen's Theory of Planned Behaviour (see Section 2.2.2) and Bandura's Social Cognitive Theory (1989) (see Section 2.2.1), Flow Theory (Csikszentmihalyi, 1990) was considered for the purposes of constant comparison and theoretical sampling. Flow Theory focuses on the motivation of the individual to engage in challenges that match his or her aptitude. When an individual concentrates on a consciously chosen goal that is challenging and deemed worthwhile, his or her attention to the task becomes so concentrated that all interferences are removed and the individual straightforwardly flows on course to the goal. Flow is impeded if the task is too difficult, provoking anxiety, or too easy, eliciting boredom. Csikszentmihalyi (1990) explains flow to be "a state in which people are so involved in an activity that nothing else matters; the experience is so enjoyable that people will continue to do it even at great cost, for the sheer sake of doing it" (Csikszentmihalyi, 1990, p. 4).

I also referred to Carol Dweck's (1999, 2006, 2007) contribution to the implicit theories of intelligence. Dweck describes and explains incremental theory of intelligence or growth mindset (Dweck, 2007), which connotes a belief by individuals that dedication, resilience and a positive attitude will bring success. Dweck postulates that individuals with a growth mindset believe that they have the capacity to become more intelligent if they work hard, and that they can learn from failure. Further, those in possession of growth mindset estimate that their aptitude and talent can improve through determination, persistence, and education. Dweck describes those who subscribe to the contrasting entity theory of intelligence, or fixed mindset, as having the belief that success is the result of

innate ability, and that one is born with definite abilities, traits and talents. Individuals with a fixed mindset fear failure, and would rather not try something than fail at it. The goal of those with a fixed mindset is the appearance of intelligence rather than taking a risk and making a mistake. To fixed mindset individuals, having a setback means that they lack ability; therefore, they will not try to improve. This mindset thwarts experimentation, determination and growth; in other words, the fixed mindset individual lacks motivation to progress (Dweck, 2007).

In the growth mindset classroom, teacher and learner collaborate in setting achievable goals that support long-term development. Students are encouraged to evaluate their progress, critique their own work, analyze their strengths, and address their needs.

Growth mindset in education focuses on a variety of instructional techniques suitable for diverse learners, such as peer group learning, cooperative learning, peer tutoring, community problem solving, and self-directed learning. Students may be encouraged to challenge existing attitudes and prejudices, and be inspired to recognize connections to, or conflicts with, what they knew before. They may identify how their learning will serve them in the future, what further questions their learning has left them to explore, and what future solutions might be possible or should be pursued in the interest of learning.

Dweck maintains that it is possible to foster change in mindset through subtle measures such as praise for effort and determination rather than accolades for intelligence and talent (Dweck, 2006). This important characteristic of change theory corresponds with the foundational creed of MI-via-CALC that the coachee is completely creative, resourceful and whole, and that change is possible through deepening learning and

forwarding action (recall Section 1.7). Additionally, Blackwell, Trzesniewski and Dweck (2007) pinpoint the potential to change the way that adolescents view intelligence by focusing on individual potential rather than comparing the individual with peers. They postulate that this promotes intrinsic motivation, which positively influences growth and self-esteem.

Interestingly, Rotter's Social Learning Theory (1966) interweaves with the findings of Blackwell, et al., and Dweck. Rotter explains locus of control as the way in which an individual views his or her relationship to the environment. An individual's belief in what determines rewards or outcomes in life is dependent on an internal or external locus of control. An internal locus of control aligns with intrinsic motivation; that is, the individual believes that he or she controls the consequences of behaviour. Internal locus of control predicts better academic achievement, enhanced interpersonal relationships due to higher self esteem, greater effort to learn, positive attitude toward exercise, lower cigarette smoking, and lower hypertension (Rotter, 1966). By contrast, an external locus of control places the outside world as responsible for the consequences of an individual's behaviour. Those who believe that they are directed by an external locus of control are more resigned to current situations, take less of an effort in dealing with health, have lower levels of psychological adjustment, and, due to a sense of not having control, have a greater sense of satisfaction in passive environments.

Rotter (1989) corrects a common misconception that locus of control is a personality type. He explains that individuals respond to different environments differently, and that locus of control is interactive; therefore, individuals learn to shift the locus of control.

Of particular interest to me and relevant to this study is Dr. Daniel Siegel's book about the neuroscience of the teenaged brain. Siegel (2013) postulates that adolescents often are motivated by a "dopamine driven reward" (Siegel, 2013, p. 67), and that a positive bias to impulsivity is not caused by an hormone imbalance, but is mostly due to "the brain's dopamine reward system [that] combines with the cortical architecture that supports hyperrational decision making" (Siegel, 2013, p. 69). Hyperrationality, whereby the pros of impulsive behaviour are amplified to drown out the cons, puts the adolescent in peril of debilitating choices. The spontaneous decisions made at this stage in life can negatively impact the adolescent's future; however, Siegel points out that the teenage brain has distinctive and progressive qualities that, if encouraged, barricade the movement to reckless and impetuous acts. He points to adolescent gist thinking, or looking at the larger picture, when evaluating choices and making decisions. This was an interesting consideration when constructing categories for this study.

4.5 Summary

In this chapter, I described my personal background, and my location in the study. I discussed reflexivity as a communication instrument for this study, and specified my management of reflexivity throughout this paper. Further, I reviewed the process and pitfalls of procuring ethics approval, and delineated my personal ethical checklist. Next, I traversed the rocky road to recruitment, summarizing the process of gaining permission to procure a site from which to recruit adolescents for this study. Additionally, I set the stage for the participants of the study, for theoretical sampling, and for the participants who absented themselves from the study. The latter lead to a brief discussion of the

subjective norm (previously discussed in Section 4.2.3). Finally I outlined further literature, study findings and theory that augment the theoretical underpinnings for this research (recall Section 4.5). Highlighting the iterative nature of constructivist grounded theory, and following the instruction of Charmaz (2005, 2006, 2014) to go to literature throughout the theory building process (see Section 1.8, Section 3.3.3 and Section 4.5), further discussion of extant theory will be interwoven throughout the following chapters of this paper.

In the next chapter I will provide specific detail of the process of this constructivist grounded theory study of the adolescent experience of MI-via-CALC. Additionally, I reveal the core process and conclude with a map of the concepts, categories and subcategories of the core process.

Chapter 5

The processes of data collection, data analysis, and report writing are not distinct steps in the process – they are interrelated and often go on simultaneously in a [grounded theory] research project.

(John Creswell, 2007, p. 150)

5 The Iterative Process of Constructivist Grounded Theory

This chapter expands the terminology of constructivist grounded theory as outlined in Chapter 3 by applying the specific approaches to the study of the adolescent experience of MI-via-CALC. This chapter details the sources of data used in this study; that is, intensive interviews with adolescents, memos of my conceptualizations, and extant literature make up the data. This chapter also specifies the constructivist grounded theory strategies used in this study to provide “systematic guidelines for probing beneath the surface and digging into the scene” (Charmaz, 2006, p. 19).

5.1 Tools of the Study

The methodical approach of constructivist grounded theory was useful in sustaining control of the research process; it provided the tools to facilitate my involvement in the research inquiry, and to maintain focus, structure and organization throughout the investigation. Further, the strategies for conducting data collection and analysis allowed

me to interact with words of the participants and dispel the positivist conception of the researcher as “passive observer who merely absorbs their surrounding scenes” (Charmaz, 2006, p. 19). As such, I was called upon to be open and fair in my deliberation of the standpoint of the participants, and to foster reciprocity with the participants in order to learn from their experiences and perspectives. In addition, the constructivist grounded theory methodology, although systematic, was flexible, “open-ended yet directed, shaped yet emergent, and paced yet unrestricted” (Charmaz, 2006, p. 34). Therefore, I was guided but unfettered by the method of constructivist grounded theory when developing abstract understandings and theoretical conceptualizations of the material.

5.2 Questions Guiding the Study

The principal epistemological questions of this study were:

- “What is going on” (Morse, 2009, p. 14) with the adolescent participant when engaging in MI-via-CALC?
- What are the adolescent participants saying about the experience of MI-via-CALC?

The answers to these questions were approached from an interpretive stance. During interviews, I attempted to remain open to all possible theoretical understandings, and created further questions from initial interview data.

5.3 Relationship of Participants and Researcher

The quality of the qualitative interview comes from the relationship between the participant and researcher and the “reciprocity of the knowledge-power game” (Nunokoosing, 2005, p. 699). In order to equalize the research relationship, I reminded the participants that I was seeking their stories to develop my understanding of their experiences. Although I was asking the questions and directing our verbal exchange, I reiterated to participants that the in-depth interviews were not an interrogation. I also emphasized the notion that our conversations formed a connection between the “external world of events and our inner world of thoughts and emotions that constitute our subjectivities” (Nunokoosing, 2005, p. 704). In other words, it is through the honesty of our words that we can see our thoughts. By member checking (see Sections 3.4.2), I gave further opportunity to clarify thoughts and construct meaning from the stories and language that the participants communicated (Fairclough, 1992, p. 42). My reflection about personal background and experiences that I brought to this study were described in Section 4.1.

5.4 Sources of Data

The data that were collected for this study included the verbatim transcripts from interviews with adolescents who engaged in MI-via-CALC and relevant literature, which has been interwoven throughout the evolution of the grounded theory of this study. The literature was used to “stimulate our thinking about properties or dimensions that we can then use to examine the data in front of us” (Strauss & Corbin, 1998, p. 45). The literature formed another voice in the contribution of theory building (Mills, Bonner, & Francis,

2006); therefore, this research was positioned within past and current knowledge of adolescent processes.

5.5 Intensive Interviews

I used intensive interviews to gain understanding of the adolescent experience of MI-via-CALC, and to advance a theory that was created through the mutuality of the research experience by participant and me, the researcher (Hiller & DiLuzio, 2004, p.3). The paradigmatic consideration of the interviews involved the participants and me as equal and active participants in the construction of ideas and knowledge, that is, in the co-construction of meaning.

I observed Charmaz's key characteristics to conduct intensive interviews as a guideline to exploring the participant's experience of MI-via-CALC:

- Selection of research participants who have first-hand experience that fits the research topic
- In-depth exploration of participants' experience and situations
- Reliance on open-ended questions
- Objective of obtaining detailed responses
- Emphasis on understanding the research participant's perspective, meanings, and experience
- Practice of following up on unanticipated areas of inquiry, hints, and implicit views and accounts of actions

(Charmaz, 2014, p. 56)

My task was to explore the detailed responses of adolescents to the questions asked during our interviews in order to achieve a greater understanding of their experience of MI-via-CALC. Sections 3.3.9 and 5.5 provide explanation of intensive interviewing.

The following memo exemplifies my personal approach to the interviewing process of this study.

Throughout my career as a secondary school teacher and guidance counsellor, I engaged in many intensive interviews with adolescents and their parents. I have substantial experience in encouraging conversation, listening with intent, questioning with curiosity, and learning through reflection. I was drawn to qualitative research because of my practice and background in this method of exploration.

Three in-depth, open-ended interviews were conducted by telephone for approximately 45 minutes with each of the study participants. These interviews took place at the halfway mark of the eight-week MI-via-CALC coaching protocol, at the conclusion of the coaching sessions, and approximately one month after the coaching protocol (see Section 1.14). Examples of the semi-structured questions are listed in Appendix J.

Following the initial face-to-face meeting with each participant, the study interviews were conducted by telephone. The decision to interview by telephone was made in consideration of convenience for the participants; also, this mode of communication was consistent with the MI-via-CALC sessions. This approach to interviewing allowed convenient access to the participants (Cresswell, 2007) and perhaps diminished hesitancy

to provide full and descriptive information that may have resulted from the participants being face-to-face with me (Krueger, 1994). The participants were comfortable and appreciative of meeting by telephone, and each stated that conversing seemed more natural, allowing for open and unfiltered responses. They reported feeling less stressful about their commitment to the interview process because they were not required to show up, dress up, and risk being judged for appearance. One participant verbalized her opinion about the convenience of our telephone interviews:

I really like it because it's different like when I'm talking to adults I normally feel kind a' nervous and self-conscious because I don't know how they're viewing me and what they're thinking about and I like that we can't see each other because I'm not distracted by wondering if like you're writing things down or if you shift are you uncomfortable with what I'm saying and stuff so I like that it's so nice that I don't have to take the bus or like ask my mom to drive me and I can just sit on my bed and talk ... it's comfortable and way better that way.

The following memo provides insight into my opinion:

Interviewing participants by telephone may mitigate the potential of power imbalance in this research. Also, I am acutely aware of the difficulty in finding a secure and discreet meeting place and the logistics of adolescent travel and time restraints due to extra-curricular activities. Also, some participants in this age group may be reticent to speak openly if we are face-to-face. For these reasons, interviewing by telephone is appropriate to this age group. I will be alert to pauses, sighs, stammers, laughter, and interjections as they may indicate mood, discomfort, or hesitancy in answering the question.

Each interview was recorded in its entirety, and then transcribed verbatim. It is important to note that the transcribed responses by the adolescent participants included all interjections, vernacular, and repetition of phrases because this expression of speech can be a reflection of mood or a struggle in verbalizing concerns (Sandelowski, 1994). During the transcription process, I was able to explore further the responses of the adolescent participants, and gain a deeper understanding of their perspective. While interviewing participants, and while transcribing the interviews, I continually made margin-notes, wrote reflections, composed memos, and began to form initial codes (Huberman & Miles, 1994). These constructivist grounded theory tasks associated with data collection, management, and analysis were ongoing and simultaneous. The findings that surfaced from the first interview, for example, influenced the focus of successive interviews.

The second and third interviews were used as opportunity to collect additional data, and to affirm, clarify, and add detail to the data collected in the first interview. These interviews addressed information provided by the adolescent participants during the first round of interviews, and offered the footing for member checking, theoretical sampling, and verifying data for the emerging theory building. I conducted interviews and sought categories and themes from the data until saturation was reached.

5.6 Data Management

Initially, I carefully read and re-read the transcripts of participant responses to the semi-structured interviews conducted by me. I took notes and formed an overview of the responses from each of the participants in order to comprehend the information from the interviews (Morse, 2003). I began to code the data and simultaneously write memos.

Preliminary coding and memo writing about codes, comparisons of data, and my emerging ideas were completed in the transcript margins and additional paper. However, as synthesizing and theorizing (Morse, 2003) continued to develop and become more complex, post-it notes and highlighters, large sheets of paper for mapping, binders containing printed data and memos, and files of ideas were extended. Colours were assigned to corresponding codes, paper flags, post-it notes and highlighters to amalgamate data (see Figure 4).

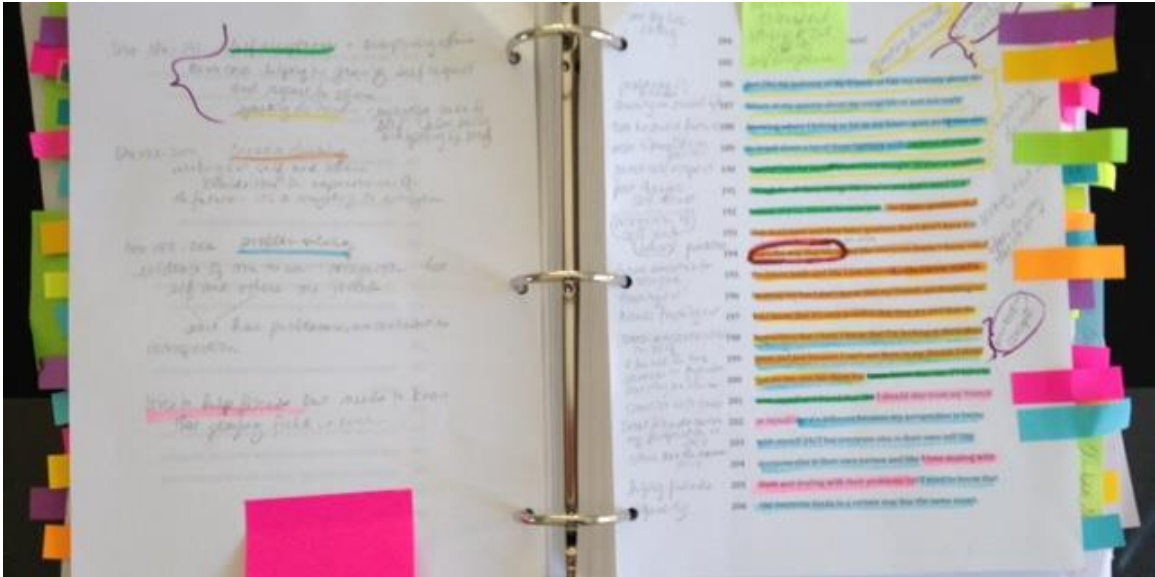
5.6.1 Example of Data Management

Included as Figure 4 below is a photograph of my first working binder with examples of colour-coded post-it notes that were coordinated with flags and highlighters. The colours represent the emergent categories; for example:

Table 10: Colour Assignment to Initial Categories

Colour	Category
Pink	Helping others
Green	Acceptance of Self
Yellow	Speaking the truth
Blue	Problem Solving
Orange	Creative Exploration

Figure 4: Picture of Binder with Colour Assignment to Initial Categories



By using coordinating highlighters, flags and post-it notes, I was able to compare constantly the data by flipping from the data of one participant to another. Further, I used the post-it notes to jot down ideas and thoughts about what was happening with the data. My memos were recorded on the pages opposite to the verbatim transcripts. I also highlighted the significant segments of in-vivo, gerund, and line-by-line codes (see Section 3.3.11 and Section 3.3.12) in order to go back to the words of the respondents, and find commonality in processes, issues, codes and categories.

The iterative spiral of analysis as outlined in Section 3.3.17 and illustrated in Figure 1 (Section 3.3.17) was realized in the practice of coding and analyzing the data; the process was circular rather than linear (Cresswell, 2007). As concepts developed, I reduced the number of colours to four, and assigned one colour for each concept and its related

categories and subcategories. I did this to facilitate the organization of data management and analysis.

5.7 Data Analysis

This section details the research method of constructivist grounded theory that was used in the analysis of the research data. Throughout the analytic process, I followed the guidelines of Charmaz (2006, 2014). Further, I applied the immersion/crystallization organization process (Miller & Crabtree, 1992, 1994) to the qualitative research cycle. This process “is much more iterative or recursive than linear, more like a multileveled roller-coaster than a staircase” (Borkan, 1999, p.183). The core process of immersion/crystallization is outlined as follows:

- Initial engagement with the topic, and insight into the data while it is being collected
- In-depth description of issues, concepts, and contextual realities as they are being explored
- Crystallization of ideas and concepts during data collection and beyond
- Immersion and illumination of emergent insights from collected data and texts
- Explication and imaginative synthesis
- Corroboration and consideration of alternative interpretations

(Borkan, 1999, p. 183)

Immersion refers to the processes whereby I read and examined every portion of data that had been collected in order to be fully immersed in what the participants expressed.

Crystallization is the process in which I engaged to identify connections between data segments and codes, and cogitated the immersion process in order to conceptualize analysis and theory from ideas that crystallized during immersion. I continued an interplay with immersion and crystallization until a well articulated and substantiated theory was developed.

5.8 Coding

Qualitative coding, the process of defining what the data are about (Charmaz, 2014), was the first analytic step of this study. The data encompassed a narrative reconstruction by the participants of their experience of MI-via-CALC, and not the actual experience itself (Charmaz, 2000). A detailed explanation of the constructivist grounded theory coding process and specific types of coding is available in Sections 3.3.10 to 3.3.14.

Coding the transcripts by hand as opposed to computer generated code invention offered the advantage of microanalysis whereby I was able to apprehend, extract, and comprehend the detail of the data and simultaneously assign codes to the data. The process allowed for consistency in code assignment. Although computer programs provide a means for storing data and organizing codes conceptualized by the researcher, I did not feel that this advantage outweighed the disadvantages of using a computer program. For example, researching an appropriate program, and training for its proper use seemed daunting. Also, the use of a computer program could “put a machine between the researcher and the actual data” (Cresswell, 2007, p. 165), creating a potentially undesirable detachment from the data.

5.8.1 Open Coding

Consistent with the naturalistic inquiry paradigm of constructivist grounded theory, data collection and the analytic process were simultaneously and manually implemented. The analytic process was based on my immersion in the data, and repeated sorting and coding data. Analysis of the data began with open or initial coding, which involved identification of codes assigned to words and lines of the full interview transcript (line-by-line coding follows). “Words that reflect actions” (Charmaz, 2006, p.48) were used to advance ideas and considerations about the data (see Table 11). I examined and re-examined the full transcripts of each respondent so as not to miss any ideas, and to look for congruency in the data (Charmaz, 2014). The process of this initial coding allowed me to continue to immerse myself in the participant transcripts and also move into an analytic arena. This initial phase of constructivist grounded theory coding involved attaching phrases to lines and segments of the data transcripts (line-by-line coding).

Further, specific words and phrases used by participants (*in vivo*) were used as codes. *In vivo* codes are characteristic of social worlds (in this case, the social world of the adolescent) and reflect an abbreviated meaning for statements, experiences, and events that frame processes. Examples of *in vivo* codes are located in Table 11 below. Also, process-revealing action words (Charmaz, 2006) ending in *ing* (gerunds) became codes. This type of coding allowed for the conveyance of adolescent meaning and perspective. The purpose of this step in the analytic process was to reveal information that was significant to the research question. The example of initial constructivist grounded theory line-by-line coding displayed in Table 11 exemplifies the use of gerunds when coding for

actions; this practice allows the researcher to go “deeper into the studied phenomenon and attempt to explicate it (Charmaz, 2014, p. 121). *In vivo* codes are also exemplified.

Table 11: Example of Constructivist Grounded Theory Initial Coding for Actions

Line-by-Line Coding using Gerunds and <i>In Vivo</i> Codes	
Initial Code	Interview Statement
<p>Trying “being more true to myself”</p> <p>Creating the theme: “just saying no”</p> <p>Stressing about saying no to friends</p> <p>Recognizing fear of failure</p> <p>Setting up friends for not meeting expectations</p> <p>Identifying coach lead discussion</p> <p>Giving friends “benefit of the doubt”</p> <p>Representing my truth</p> <p>Asserting self</p>	<p>We talked about me just being more true to myself – that was like the theme of the first coaching session of being ok with just saying no because um I didn’t want to do it but rather than um saying no because I couldn’t do it but I felt stress because my friends might expect me to do it and then stop she showed me that I should stop setting up my friends for failure. That’s kinda like what we talked a lot about and she made me see - so giving them the benefit of the doubt that they would support me and then me being also not announcing that I don’t want to do this because I don’t want to get fat but just saying oh I um I don’t want to eat that and then just kinda leaving it at that</p>

<p>Acknowledging “hiding behind something”</p> <p>Trying coaching strategy</p> <p>Experiencing success</p> <p>Realizing friend reaction</p> <p>Concluding that it was “in my head”</p>	<p>instead of just hiding behind um something else and then um between that session and the next I used that and then I noticed that it worked – people didn’t really say anything and a big deal wasn’t really made of it so she (coach) kind a’ showed me that it was in my head that I was creating this weird situation.</p>
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Table 12 below shows general qualitative coding for topics and themes on which the researcher can focus. When compared to the chart above, which shows the constructivist grounded theory method of line-by-line coding that “goes deeper into the studied phenomenon” (Charmaz, 2014, p. 124), we see attention to subject matter rather than a developing association to process.

Table 12: Example of General Qualitative Initial Coding for Themes and Topics

Line-by-Line Coding using Topics and Themes	
Initial Code	Interview Statement
<p>Coaching conversation</p> <p>First session</p>	<p>We talked about me just being more true to myself – that was like the theme of the first coaching session of being ok with</p>

Friend conflict	saying no because um I didn't want to do
Friend expectations	it but rather than um saying no because I
Lack of faith in friends	couldn't do it but I felt stress because my
Threat of gaining weight	friends might expect me to do it and then
Concealment	stop she showed me that I should stop
Coaching strategy	setting up my friends for failure. That's
Neutral friend reaction	kinda like what we talked a lot about and
Self-blame	she made me see - so giving them the
	benefit of the doubt that they would
	support me and then me being also not
	announcing that I don't want to do this
	because I don't want to get fat but just
	saying oh I um I don't want to eat that
	and then just kinda leaving it at that
	instead of just hiding behind um
	something else and then um between that
	session and the next I used that and then I
	noticed that it worked - people didn't
	really say anything and a big deal wasn't
	really made of it so she (coach) kinda
	showed me that it was a lot in my head
	that I was creating this weird situation.

Charmaz (2014) suggests that throughout the line-by-line coding stage, the researcher should build on ideas and information. During the initial stage of coding, I was guided by the following questions that helped me to “see actions and to identify significant processes” (Charmaz, 2014, p. 127).

- What process is at issue here? How can I define it?
- How does this process develop?
- How does the participant act while involved in this process?
- What does the participant profess to think and feel while involved in this process?
- When, why, and how does the process change?
- What are the consequences of the process?

(Charmaz, 2014, p. 127).

During this stage of initial coding, codes were written in the left margin of each interview transcript; then the codes were compared. Similarities of concepts were noted and labeled on post-it notes and paper; colour-coded flags marked the colour-coded data (see Figure 4 above). This step of open coding generated an assembly of codes that were later reduced, reorganized, and reordered during the progression to focused coding (see Section 5.8.2 that follows). The process of open coding generated many potential categories that were then verified and corrected (Simmons, 2011).

Table 13 that follows offers a sample list of codes that were assembled during this initial stage of coding.

Table 13: Sample of Initial Codes

Initial Stage of Coding: Open Coding Sample List		
In-Vivo Codes	Open Codes	
Liking the skin I'm in	Wanting success	Spending valuable time
Not set in stone	Being guided	Acknowledging wasted time
Weight off my shoulders	Being supported	Feeling confident
Gotta be me	Helping with organization	Willing to try
Toothing my own horn	Feeling confident	Seeing success
Knowing the target to hit	Learning about self	Looking forward
Put me on the right track	Feeling competent	Understanding self-values
Putting coal in my engine	Taking initiative	Coming to conclusions myself
Helping me stay on track	Trying organization	Walking through it together
Figuring it out	Identifying problems	Searching for the answers
Getting it done	Saving face	Never going to be ready
Can do attitude	Identifying clear goals	Being open
Got to believe in yourself	Realizing likeable personal traits	Making correct choices
	Increasing confidence	Feeling awesome
	Believing in self	Talking to understanding other
	Working harder	Being less stressed
	Making self discovery	Talking openly
	Being happy	Being supported
	Being a good role model	

Going through the motions	Seeing goals	Seeking affirmation
Parroting my words	Staying constant	Being reassured
Just doing it	Believing in self	Solving the problem
Turning the light bulb on	Knowing strengths	Fulfilling goals
Not sold on it	Feeling supported	Recognizing right choice
Taking a different tack	Recognizing values	Being true to self
Not blurring the lines	Planning for future	Improving self control
Being who I am	Talking about goals	Feeling less resentment
Being stuck	Improving grades	Feeling optimistic
Stressed out	Feeling proud	Feeling positively supported
	Hearing second voice	Relying on a façade
	Motivating self	Trusting people
	Growing motivation	Being easy with self
	Being focused	Worrying about opinions of others
	Being self-satisfied	Feeling embarrassed
	Recognizing reward system	Reversing behaviour
	Focusing together	Covering up issues
	Being motivated	Feeling supported
	Gaining control	
	Creating the situation	

During open coding, I quickly coded for everything possible; the resulting codes generated many potential categories (Glaser, 1978). As the coding process advanced, the codes were measured for fit and relevance to the constructivist grounded theory analysis (Charmaz,

2006). By being completely immersed in the data, I was able to verify, modify and exhaust resulting categories and eliminate any codes that were not fitting or relevant to the developing categories that “crystallize the participants’ experience” (Charmaz, 2006, p. 54). Throughout this process, I remained open to possible theoretical connotations of the data and codes. This initial phase was followed by the focused coding phase.

5.8.2 Focused Coding

In the second stage, I moved to focused coding, which involved further categorizing the data and identifying meanings, values, beliefs and feelings (Charmaz, 2006) conveyed by the adolescent participants of this study. During this stage of coding, I took the codes that consistently appeared in the initial stage, and selected those that were significant and applicable to my research question. This phase of coding focused on the initial codes that lent theoretical direction to my study. When conceptualizing focused codes, I brought myself further into analysis by asking this question: “What kinds of theoretical categories do these codes indicate?” (Charmaz, 2014, p.144). Further, I chose codes that amalgamated and integrated large portions of data. When concentrating on what my initial codes revealed, and while comparing codes, I proceeded to develop focused codes. Effectively, by developing focused codes, I was able to reduce the surplus codes from the bulk that I conceptualized during open coding.

Constant comparative analysis (see Section 5.9 to follow) and theoretical renderings produced variations to the initial coding. For example, the initial codes “trying ‘being more true to myself’,” “Creating the theme: ‘just saying no’,” “stressing about saying no to friends,” “recognizing fear of failure,” and “setting up friends for not meeting

expectations” were amalgamated and abstracted to the focused code “conforming as a social ranking.” This was conceptualized through the recognition that, to make sense of her “self,” the participant was required to make sense of where she positioned herself in her social ranking. By revealing that she was ready to be true to herself, she countered her fear of her friends’ reactions to her saying no to their expectations. The participant came to the realization that, by conforming to what she thought her friends expected of her, she was placing herself in a social ranking with which she was unhappy. The rank in which she placed herself was that of conformer. Through MI-via-CALC she was able to recognize her dissatisfaction with the self-induced status of conformer; therefore, she was moving toward change. The result of the focused code “conforming as a social ranking” lead to the development of codes “lessening personal rights,” “injustice to self,” and “validating personal rights.”

Table 14 demonstrates my movement from initial coding to focused coding, whereby my engagement with codes lead to the more abstract codes discussed in the previous paragraph. This movement was not separate or sequential; that is, the process was exploratory and integrative.

Table 14: The Movement From Initial to Focused Codes

Movement from Initial to Focused Codes			
Initial Code	Interview Statement	Focused Code	Interview Statement
Trying “being more	We talked about me just being more		We talked about me just being more

true to myself”	true to myself – that was like the theme of the first coaching session of		true to myself – that was like the theme of the first coaching session of
Creating the theme: “just saying no”	being ok with just saying no because um I didn’t want to do it but rather than	Lessening personal rights	being ok with just saying no because um I didn’t want to do it but rather than
Stressing about saying no to friends	um saying no because I couldn’t do it but I felt stress because my		um saying no because I couldn’t do it but I felt stress because my
Recognizing fear of failure	friends might expect me to do it and then stop she		friends might expect me to do it and then stop she
Setting up friends for not meeting expectations	showed me that I should stop setting up my friends for	Conforming as a social ranking	showed me that I should stop setting up my friends for
Identifying coach lead discussion	failure. That’s kinda like what we talked a lot about		failure. That’s kinda like what we talked a lot about
Giving friends “benefit of the doubt”	and she made me see - so giving them the benefit of the doubt that they		and she made me see - so giving them the benefit of the doubt that they
Representing my truth	would support me and then me being also not announcing that I don’t want to do this because I don’t	Realizing injustice to self	would support me and then me being also not announcing that I don’t want to do this because I don’t

Asserting self	want to get fat but just saying oh I um I don't want to eat that and then just kinda leaving it at that instead of just hiding behind um something else and then um between that session and the next I used that and then I noticed that it worked – people didn't really say anything and a big deal wasn't really made of it so she (coach) kinda showed me that it was in my head that I was creating this weird situation.	Validating personal rights	want to get fat but just saying oh I um I don't want to eat that and then just kinda leaving it at that instead of just hiding behind um something else and then um between that session and the next I used that and then I noticed that it worked – people didn't really say anything and a big deal wasn't really made of it so she (coach) kinda showed me that it was in my head that I was creating this weird situation.
Acknowledging “hiding behind something”			
Trying coaching strategy			
Experiencing success			
Realizing friend reaction			
Concluding that it was “in my head”			

During the active process of focused coding, I revisited the data, examined, tested and conceptualized codes and then developed categories from the codes. This process was non-linear and iterative, and required attention to note taking, memo writing, and the constant comparison method (explanation follows). This circular interaction with data and codes led to the emergence of main and subcategories. In the above example, the category “conforming as a social ranking” crystallized from the data.

5.8.3 Axial Coding

During axial coding (Strauss & Corbin, 1990, 1998), I explored the relationships of categories, making connections between them. I asked such questions as: “How does one code relate to another code?” “Do the codes synchronize?” “How are the codes linked?”

Strauss and Corbin (1990) recommend an organizational scheme for axial coding, and advise that this scheme will provide a frame for the structure of theory building.

Cresswell (2012) recommends choosing an open category to be positioned as the core phenomenon to be investigated, and then relating other categories to it. The other categories are selected as follows:

1. Phenomenon: categories of conditions that influence the core category
2. Context: the specific conditions that influence the strategies
3. Open coding category: the idea or phenomenon central to the process
4. Intervening conditions: the general contextual conditions that influence strategies
5. Strategies: the specific actions or interactions that result from the core phenomenon
6. Consequences: the outcomes of employing the strategies

(Creswell, 2012, p. 426)

I selected one open coding category, “creating connection,” which became the core phenomenon in the axial coding example. The context codes “connecting with significant others” and “needing connections” denoted the adolescent participants’ expressions of attachment to the coaches:

Pink: I thought she (coach) was so kind and comprehensive and I don't know I really liked her personality like she wasn't really outspoken or anything or judgmental or anything like that ... like I think that there are some people in my life who ... it isn't a positive experience but with my coach it was more like she was with me and for me. You know what I mean ... does that make sense?

From there, I associated "need for collaborative support" as the causal condition or phenomenon; one participant articulated her need for collaboration as follows:

Beyoncé: 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 just kind a' like helped me and that was good because she would prompt me to dig deeper whereas I wouldn't ever be able to do that to myself.

Another participant expressed the need for collaborative support this way:

Geo: She is helping me because I didn't really have an idea ... I knew what I liked and stuff but I didn't know what I wanted so ... um ... she's guiding me along in a good way. She's not forcing me to do anything. She's really helping me on my own self and it's really good 'cause I needed that.

Both examples reveal the participants' need for collaboration with a trusted and supportive other, the CPCCs, and verify the connection that was created as a result of the coaching partnerships.

The intervening conditions “creating a façade to protect self” and “establishing independence” were realized after I reread the initial codes and categories. One participant expressed the action of self-protection; for instance, he consistently resisted the coaching relationship. Although he consented to taking part in the study, Barrister took a well-worn path of opposition to others when engaging in MI-via-CALC. The following response verifies this predilection:

Barrister: I'm getting nothing out ... I'm getting practically nothing out of it. It's something that I would be doing on my own, so basically it's no benefit over what I would have done on my own ... for me no positive benefits, no real negative benefits except for time but um and so for me it doesn't really have positive or negative uh except just being a waste of time.

Charmaz (2014) advises paying attention to the language of the participants to help to frame the action; in the above example, the participant's resistance of the coaching process was expressed as criticism of the coaching techniques. However, when disseminating his words, I perceived that Barrister was pushing back in protection of his independence and in defense of his façade of insouciance. When I subsequently member checked, he partially agreed with my observation. The following memo documents my reflexivity about our conversation.

I asked Barrister, “So lets go to that ‘help’ aspect ... can you talk to me about the help that she has given you?” he responded, “Basically it's a person to talk to and nothing else.” I pursued “talk” – what that represents – communicating, being open, progressing forward, etc. but he was adamant that he would have done it all on his own and she really didn't

help him. Is pushing him to see that the coach has made a difference the point here?
After all, he is getting it done now – and getting it done has been his stumbling block, his frustration and his parents' frustration. MI-via-CALC appears to have motivated him to complete tasks. His response – “There are better ways to be motivated.” When I questioned him about that he said that he didn't need a “cheerleader” and a “babysitter”. Interesting. Take a look at cheerleader in literature involving coaching. Fit this into the data and see what happens.

Figure 5, adapted from Creswell's coding paradigm, exemplifies the nature and process of my rendering of axial coding:

Figure 5: Illustrated Example of Axial Coding

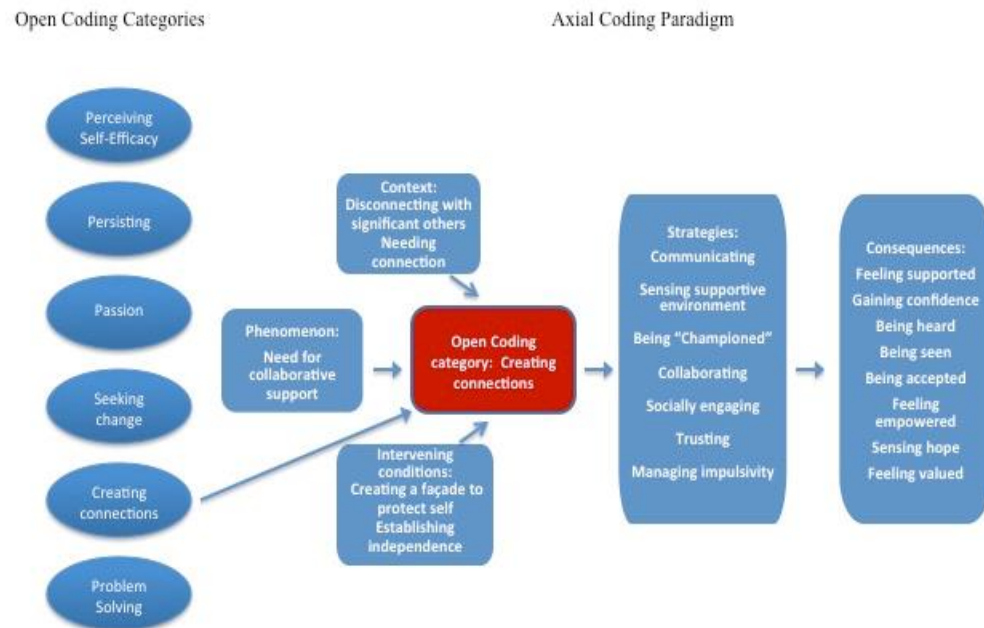


Figure 5. Axial coding paradigm adapted from *Qualitative Inquiry and Research*

Design: Choosing Among Five Approaches (3rd ed.) (p. 428), by J.W. Cresswell, 2012, Thousand Oaks, CA: Sage.

The strategies and outcomes of creating connections, which appears in the list of open coding categories on the left, are listed in the above diagram. The context of creating connections was the adolescent need for connection, and disconnecting from significant others. The phenomenon was the adolescent need for collaborative support, and the intervening conditions were creating a façade in self-protection and in the establishment of

independence. The movement from left to right shows this process, and the list of strategies and consequences of creating connections. Through this exercise of axial coding, creating connections emerged as a main concept of the data. This process of axial coding was repeated several times until my concentrated emersion in the data lead to the crystallization of concepts, categories, subcategories, and the core category (recall Section 3.3.16 and see Section 5.12).

Although Charmaz (2014) explains that she does not use an axial coding framework, she acknowledges its facility, and recommends this organizational outline to researchers who may find it helpful.

I discovered that axial coding was a beneficial organizational tool, and enjoyed its tidiness when I wanted to reign in my conceptual meanderings.

5.9 Constant Comparison

Similarities and differences in the properties of the codes were sifted and sorted during constant comparison, which is a method to move concrete data into abstract thought that ultimately advances the grounded theory. Through constant comparison, I moved back and forth from the adolescent participant transcripts, codes, categories, my memos and notes, and extant literature to conceptualize how the substantive codes and categories relate to one another. This constant comparison method was used to fit the data pieces together in order to recognize uniformity and variances in the emerging concepts. Information gathered during the interviews produced theoretical renderings when constant comparison of data revealed repetition of specific codes and concepts. Throughout this study, I used

constant comparison as a way of interacting with the data, comparing new information with previously identified codes and categories. I approached the data with an openness regarding what was happening in the interpretation of the data and what process or action was being represented through the data. Concurrently, I wrote memos to record my interpretations and crystallizing analysis (see Section 5.12: Memo Writing).

The following examples, Table 15 and Figure 6, illustrate the application of constant comparison in this study. The *in vivo* code “stressed out” was consistent with each of the participants of the study. After recognizing the repetition of this common phrase, I began to ponder the questions, “What does ‘stressed out’ mean to each participant?” Through the practice of constant comparison, I looked at the possible connections between initial codes. During this process, I gained direction in the creation of the focused code “creating connections” and in the formation of my analysis.

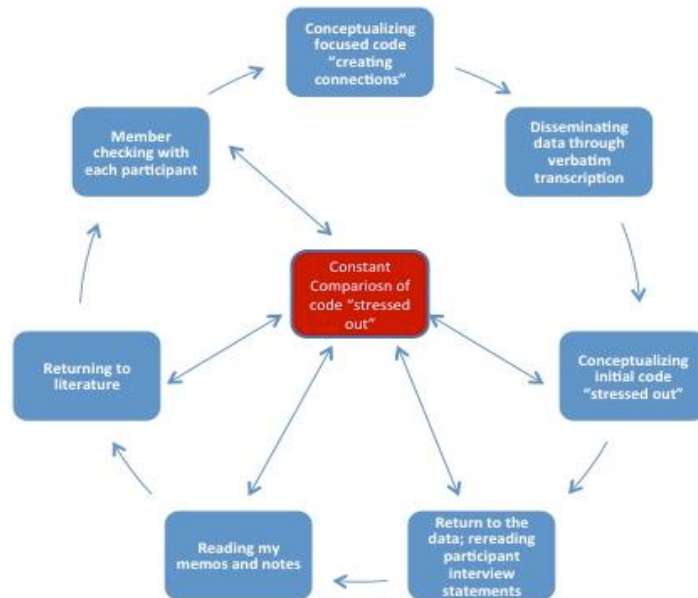
Table 15: Application of Constant Comparison Method

Constant Comparison Method Applied to In Vivo Code “Stressed Out”	
Participant	What does “stressed out” mean?
Woodsman	Not meeting my parents’ expectations about my test results and blowing off studying and stuff.
Ari	I want to get an honour roll grade because I know I can.
Barrister	My mom expects me to figure it out but I don’t think that I want to go away and basically I think she expects me to but I don’t feel ready for it.

Pink	Things that I should be saying or shouldn't be saying and that type of thing that maybe other people have expectations about.
Geo	I had some tough situations with organization that my teacher was disappointed about and that's um it's a problem.
Veetee	That people will see that things aren't perfect and that they'll see past my façade.
Beyoncé	People seem to have their lives together and when I'm talking to them I'm stressed out because I pretend that I do too because I don't want them to think that I'm a loser.

The participants were asked to provide feedback on my interpretation (see Section 3.4.2, Member Checking); each agreed with my analysis that being “stressed out” was related to the need to create connections with others. That is, the data collected from adolescent participants revealed that the feeling of being stressed out was in all cases a reaction to the perceived opinion and expectations of others to the adolescent. This notion aligns with Siegel (2013) and Lerner, Fisher, and Weinberg (2000) who advance that adolescents need the collaboration, friendship and respect of important others to affirm feelings of safety and security that contributes to growth in confidence. My use of the constant comparison method facilitated in the conceptualization of “creating connections” as a focused code.

Figure 6: Data Interaction and Conceptualization through Constant Comparison



The bi-directional arrows in Figure 6 indicate that the method of constant comparison is ongoing and interactive. Throughout the process of grounded theory construction, I constantly and iteratively compared [process represented in the red box above] elements of data, codes, categories, and concepts, and assembled the fragments to form unified ideas and advance theory.

5.10 Theoretical Sampling

I used theoretical sampling to increase the data collection for the purpose of examining

relationships and variations that were emerging in the original data (Corbin & Strauss, 2008). The collection of further data gleaned new information that was needed to ground the concepts and to understand the patterns that began to appear (Strauss & Corbin, 1990). Charmaz (2006) endorses subsequent interviews and observations to allow for theoretical sampling in order to build conceptual ideas. Previously in this paper, Section 4.4 outlined the participants who were added to the sample set for theoretical sampling (also see Table 8 above).

During theoretical sampling, I:

- Determined the focus of the interview
- Varied the sample by adding three participants
- Used the new data to ask analytical questions
- Approached the previous data for further deliberation

My aim in theoretical sampling was to uncover distinctive participant experiences of MI-via-CALC that could enhance theory building; this provided an opportunity to ask specific questions and investigate properties in order to advance and saturate concepts and categories that emerged from the preceding data collection, coding, and categorizing (Charmaz, 2006, 2014). Additionally, theoretical sampling facilitated the development of properties within the categories until no new properties emerged (saturation). Further, it was a means of member checking; that is, the participants were asked to confirm emerging findings.

For example, early in the data analysis, I identified a category that related to intrinsic disposition and extrinsic motivation. In analysis of the first interviews, I noted that a

participant described his interactions with his CPCCs as presenting choice “so I didn’t feel that I was forced to, so I really could do, if I wanted to I would. If I didn’t want to, I didn’t have to. I liked that ... it was motivating”. More instances of that concept arose, and I defined the category “positioning of power” to denote the symbiotic relationship of motivation and intrinsic/extrinsic impetus. I wondered how the adolescent perceived the process of MI-via-CALC in establishing a personal “positioning of power” to change.

My theoretical memos (Section 5.12: Memo Writing follows) helped me to explore and refine the notion of “positioning of power”. Theoretical sampling involved scrutinizing my ideas and the data collected from participant responses, and moving back and forth between the category, the data, and my conceptualizations (Charmaz 2006). In subsequent interviews with the first group of participants and the initial interviews with the three new participants, I asked the following question about this aspect of the coaching experience:

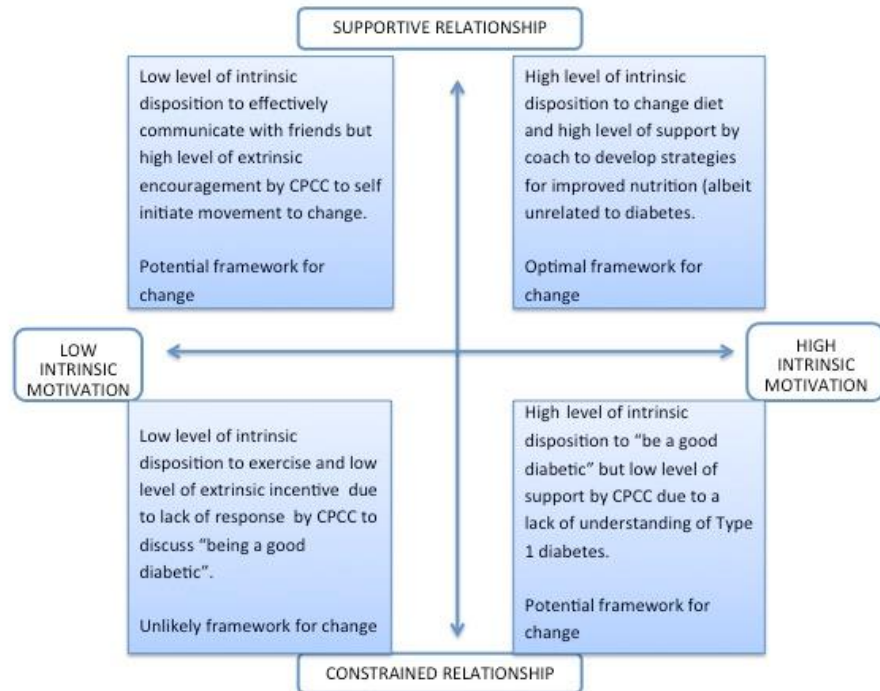
1. Would you say that you are in the power position when it comes to motivation to change?
2. Do you place others (family, friends, teachers, coach) in the power position for motivational influence to change?
3. Comment on the positioning of power for change that occurred between you and your coach.
4. How important is it to have balanced position of power – you and a supportive other?

I reflected on Veetee's responses to my intensive inquiry about intrinsic disposition and extrinsic motivation to change. She had a high intrinsic disposition to "become a good diabetic", which meant exercising regularly and being diligent about carbohydrate intake in order to maintain an optimal blood glucose level. Veetee struggled with diabetes maintenance since she was six years old, and relied on extrinsic factors (her mother's daily menu, her friends' invitations to order pizza) to control her eating. Veetee felt that it was time for her to become "a good diabetic" and looked forward to the MI-via-CALC sessions to help her gain control of her exercise and dietary habits. She admitted that being honest with her friends about dietary changes was difficult, because so much of her social life was "sitting around eating all the time." Veetee revealed that she felt acknowledged by her coach during their first session, which included a discussion of the issues that she was having with her friends and her dietary habits. However, Veetee's reaction to subsequent coaching sessions follows.

She would tell me what I was and I wanted to talk about other stuff but she always brought me back to her agenda ... like I wanted to discuss exercising for health, not weight loss, but she didn't stick to that. I was looking for motivation to be a good diabetic but I never got it.

Figure 7 is a matrix that I derived (see Section 5.12, regarding diagramming) to capture succinctly the essence of our interview, and to provide a visual from which to build my developing theory.

Figure 7: A Matrix of Personal “Positioning of Power” to Change



This matrix illustrates the likelihood to change in accordance with the responses of the participant to my question, “How likely are you to follow through with (change behaviour)?” The matrix shows each quadrant in comparison to a supportive versus constrained relationship, and high intrinsic motivation versus low intrinsic motivation. For example, when pairing low intrinsic motivation with a supportive relationship, a potential framework for change may result. Dissimilarly, when coupling high intrinsic motivation with a supportive relationship, the framework for change is optimal. The following memo (also see Section 5.12) gives testimony to my thoughts as I moved through the process of exploring and analyzing the data.

Memo on Personal “Positioning of Power” to Change

Veetee was not intrinsically motivated to change her behaviour with her friends, but the encouragement of her CPCC provided her with potential motivation to change. Similarly, she saw potential for change to become a “good diabetic” because she was intrinsically motivated, although she did not perceive coaching support. Veetee struggled with intrinsic motivation to regularly exercise (one of the reasons for wanting to try MI-via-CALC) but did not receive the coaching support that she was anticipating, and therefore described an unlikelihood to change. However, her desire to maintain proper dietary habits, and her coach’s interest in nutrition, provided the optimal framework for change. In that case, Veetee’s personal “positioning of power” for change placed the coach and the participant on equal footing; both played an equivalent role in creating the optimal framework for change.

5.11 Negative Cases

Negative cases or counter-examples that are met during the research process are important to constant comparison (Charmaz, 2014; Strauss & Corbin, 1990) because “they can unlock vital analytic insights that contribute to theory development” (Watling & Lingard, 2012, p. 853). By comparing the properties of negative and positive cases to the properties of the category, I was compelled to mediate codes and categories in order to determine the developing concepts. Two participants, Veetee and Barrister, represented the negative

cases of the MI-via-CALC experience (see Section 6.2.3.3.1 for further discussion of negative cases).

5.12 Memo Writing and Clustering in Facility of Analysis

As analysis of the data began, I wrote memos (Charmaz, 2006, 2014; Corbin & Strauss, 2008) to assist in recording new insights and document emerging categories, concepts, and analytic ideas. By recording my occurring thoughts, I was able to focus on the data and spontaneously conceptualize developing meaning. The resulting memos helped me to conceive categories and served to forward my interpretations. Charmaz (2014) advises that the process of memo writing should be free and informal, and recommends that memos should remain private. My memos were a form of conversing with myself; they were tangible thought bites, and proved to be a supportive stride in my excursion into analyzing and theorizing. Often I audio recorded my crystallizing thoughts and questions, and later transcribed them; similarly, I typed my reflections as they transpired. Frequently, if my recording devices were out of reach, I hand wrote my ideas and hunches on anything that I could find; in fact, Kleenex, paper napkins, and the back of receipts served as field equipment. The following picture offers evidence of my impromptu memo writing.

Figure 8: Examples of Extemporaneous Memo Writing

Developing
 from me to we
 coming to self awareness
 social skills dev
 affective independent
 skills
 goal setting
 empowering
 meaning what can
 be done to improve
 - revelation of
 needs
 increase motivation
 seek out needs
 flexible schedule
 (Woodsman)
 additional responsibility
 (Woodsman +
 Geo)
 helping others
 collaboration
 acceptance
 commitment

"Stressed out"
 ↓
 security - is it rote?
 ↓
 what meaning is attached to
 the term?
 What does it mean to real participant
 member check
 Similarly
 "pretty good"
 ↓
 approach meaning

As indicated in Section 1.16.4, exemplars of my memos are presented throughout this paper.

Similarly, I used the shorthand techniques of clustering and diagraming (Charmaz, 2006; 2014) to provide a starting point from which to organize my thoughts and material.

Clustering allowed me to explore various paths in the journey of analysis and theory building. Charmaz (2014) recommends following the directions below when exploring codes and forming clusters.

- Start with the main topic or idea at the center
- Work quickly
- Move out from the nucleus into smaller sub clusters
- Keep all related material in the same sub cluster
- Make the connections clear between each idea, code, and/or category
- Keep branching out until you have exhausted your knowledge
- Try several different clusters on the same topic
- Use clustering to play with your material

(Charmaz, 2014, p. 185)

I offer the following examples in Figure 9 as evidence of my adherence to Charmaz's recommendations. The *in vivo* code "getting it done" is at the center of both photographs (Figure 9), and represents the central idea or core category of the grouping of categories and concepts. The first photograph was taken after I drew my initial conceptions in the sand; my writing implement was the feeler of a horseshoe crab (also pictured below).

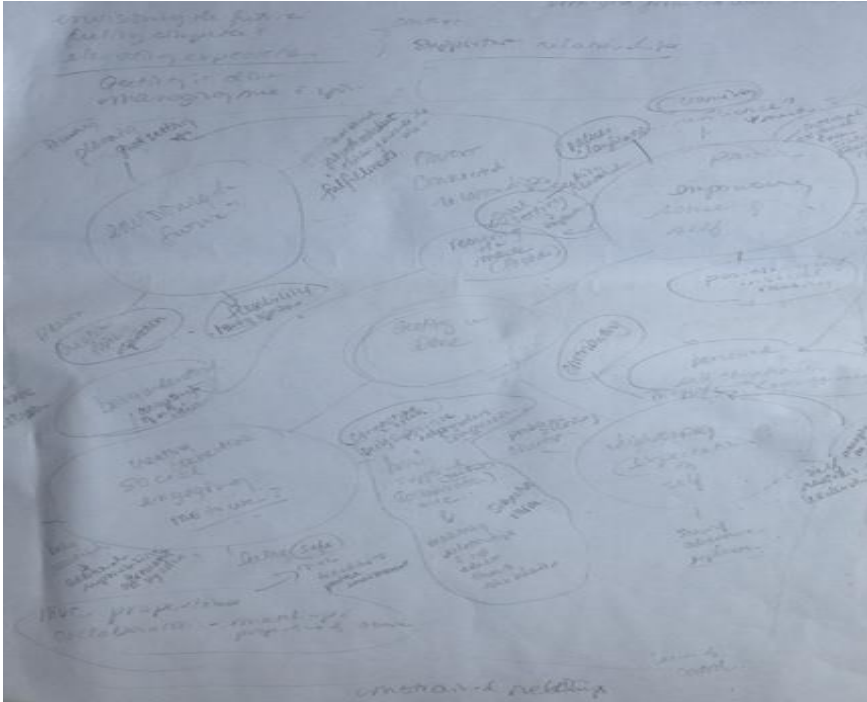
This photo, and the one to follow, confirms that I observed Charmaz's (2014)

recommendation to “liberate your creativity” (Charmaz, 2014, p. 184) through spontaneity and provide “a direct visual, as contrasted with a solely mental image” (Charmaz, 2014, p. 185) from which to delve into the writing process.

An illustration of the clustering exemplar follows (see Figure 9).

Figure 9: Rendering of Initial Stages of Clustering





5.13 From Codes, Categories and Concepts to the Core Category

Through the use of constant comparison of categories and my abstractions written in memos, I considered how the emerging categories and concepts reflected the adolescent experience of MI-via-CALC. In order to enhance and advance the crystallization of my abstractions during this discovery process, I continued to read extant theory and relevant literature. Cognizant of the need for abstraction in the conceptualization of theory, I looked beneath the surface to find inherent or potential meaning in the words of the adolescents; I looked for connotation of values, beliefs, and principles. I stepped back and reflected on the data collected from interviews with adolescents, on my ideas, reflections

and interpretations, and on relevant literature. Further, I arranged and rearranged categories with concepts to formulate the optimal representation and organization of data.

Figure 10: Map of Concepts, Categories, and Subcategories of “Getting It Done”



Figure 10 illustrates the categories, subcategories and concepts that scaffold the conceptualization of the substantive theory (see Section 7.6) that is the end product of this constructivist grounded theory study. The four main concepts were linked by theoretical

categories that formed patterns within the data. For example, the discovery of the theoretical categories “removing the mask,” “feeling safe,” “collaborating,” and “being recognized” were used to promote understanding of how the participants created connections with others. The core category “getting it done,” an *in vivo* code, is redolent to the language of the adolescent. As depicted in Figure 10, the assemblage of the concepts “envisioning the future,” “creating connections,” “empowering self,” and “shoring up purpose” were interlocked by the core category “getting it done.” The next chapter presents the findings of the research and fully explains the content of the above spheres.

5.14 Summary

This chapter presented the practical application of the methodological tools of constructivist grounded theory. As advised by Charmaz (2006, 2014), to the best of my ability, I exercised openness and creativity of an unrestricted mind, and explained the steps that I took in the process of this study. I included examples of my data management, initial coding for action in comparison to general coding, samples of open codes, the movement from initial to focused codes, axial coding, constant comparison method, memo writing, and mapping of concepts, categories and subcategories. I also revealed the core category “getting it done.”

A full explanation of the concepts, categories and subcategories of “getting it done” is developed in the following Chapter 6. Additionally, the spheres of the concepts “empowering self,” “shoring up purpose,” “creating connections,” and “envisioning the future” are deconstructed in Chapter 6.

Chapter 6

“We need to discover what our research participants take for granted or do not state, as well as what they say and do. We attempt to learn but we cannot know what occurs in people’s heads” (Charmaz, 2014, p. 34).

6 Key Findings

This constructivist grounded theory study explored the experiences of adolescents who participated in MI-via-CALC. These experiences were obtainable through the recorded, verbatim interview transcripts from the participants of this study. I, as researcher, identified four concepts from the participants’ rich description of their experience of MI-via-CALC, and moved back and forth between the concepts, categories, and subcategories that emerged from the data, my interpretations of the data, and relevant literature to the data. This constant comparison was consistent with the clarifications of Charmaz (2000; 2006; 2014) regarding constructivist grounded theory. This chapter unites the four concepts and categories that emerged from data collection and analysis, and explains the interrelationships among them and the core category that linked the concepts and categories (Corbin & Strauss, 2008; Strauss & Corbin, 1990; 1998).

During the analysis of the data, I considered the variety of participant accounts that related to each concept, category and sub-category, and chose representative quotations to clarify each. My aim was to communicate the participants’ interpretations of their subjective experience of MI-via-CALC, using their inimitable prose. To that purpose, I did not edit the participant responses for errors in syntax, grammar, or fluidity.

6.1 Core Category: “Getting It Done”

For some things there isn't a right answer and a wrong answer and so I think that this coaching helps you to form your own opinions and doesn't really tell you what's right or wrong it just kind a' helps you – you to – like it's about getting it done.

The core category “getting it done” leapt from the transcription pages and reverberated in the words of the participants. “Getting it done” represented the main process that evolved from the words of the participants; this core category held the greatest explanatory and analytic influence of the study, and best related the major concepts with the main and subcategories (Corbin & Strauss, 2008). “Getting it done” emphasized the basic social process (Glaser & Strauss, 1967; Glaser, 1978) that developed from this study, and connected the four major concepts, “empowering self,” “shoring up purpose,” “creating connections” and “envisioning the future.” “Getting it done” exemplified symbolic interactionism (see Section 4.5) and “addresse[d] the active processes through which [the participants] create[d] and mediate[d] meanings” (Charmaz, 2014, p. 345).

The adolescents who articulated “getting it done” were not referring to the conclusiveness and irrevocability of a task; instead, they were conveying an enduring process. For example:

After the 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 for the future but, but, not look at it in a negative light I guess

because it's about for the rest of my life and I'm getting it done ... and I will always be working on getting it done.

The above quotation reveals Pink's recognition that the development of "getting it done" is an ongoing enterprise.

My use of the constant comparison method facilitated in conceptualizing the meaning behind this seemingly rote expression. When the participants were asked, "What does 'getting it done' signify to you?" their responses were consistent. "Getting it done" meant that they were compelled to follow through with the strategies that they generated with their coach, to be open to envisioning their future, to empower themselves through self-discovery, to work at creating connections with trusted others, and to examine their unique purpose in the world.

The result of "getting it done" was an expressed increase in confidence through social connections to carry on with everyday tasks and responsibilities to others and themselves. Further, participant motivation and perceived self-efficacy increased with a heightened sense of confidence and sociability, as evidenced in the following quotation:

I did like having a coach ... like you kind a' get away from your call and it still has you thinking about how you're gonna go along with what she (coach) was trying to help you with and you really think about it and then you just put it into action – the next days you are going about it and at the end when she asks you, "How did it go?" you just tell her about it and I did all the things pretty well so I felt pretty good about it – and uh, and uh – pretty good about me – yeah, really good about me.

A full discussion of “empowering self” and “creating connections,” concepts that are connected to the above quotation and linked to “getting it done” are presented in the sections below.

The participants voiced that “getting it done” de-escalated their fears and anxiety; they attributed this to collaborating with their coach and others to explore possibilities and uncover answers. Significant to this study was the data that showed that the fears perceived by participants were allayed by their pursuit of knowledge and discovery of their values and passions. Beyoncé noted:

It (MI-via-CALC) requires a lot of you figuring out yourself which is like good and definitely good in the long run but it requires you to do a lot of work ... but it makes you feel ... like I felt less afraid of my future because I felt like I was figuring it out ... like I'm on the right path.

Figuring it out or “getting it done” led to the following discovery by Geo:

I figured out that I want something in the computer sciences. She's like, “Oh, if you're interested there's this course that you can do in the summer” and so I'm taking it and it's just really good and I like that a lot and I'm excited because working with computers makes me feel smart and good about myself. She's (coach) helped me kind a' find it because before I kind a' thought that I wouldn't be able to do it because I don't know that much about where I can learn it and I found it kind a' hard but it's clearing up and she's helping me a lot.

Geo disclosed a former reluctance to discuss future plans: “I was just kind a’ like, like when I’m uncertain I just don’t want to do it – it worries me so I don’t want to think about it.” However, when engaging in MI-via-CALC, his worries were mollified and he felt empowered to pursue his interest in computer sciences. Siegel (2013) points to being soothed as an essential component to adolescents feeling secure in human attachment (see “creating connections” below).

The participants who expressed “getting it done” were motivated to develop a greater understanding of their purpose, and to envision their future. In addition to the aforementioned concepts, an in-depth discussion of “shoring up purpose” and “envisioning the future,” further concepts that emerged from the data, is presented in the next section.

6.2 Concepts that Emerged from the Study

6.2.1 Concept One: Empowering Self

Analyses of the data gathered from participant transcripts lead me to develop categories that addressed the process of “empowering self.” My focused coding and conceptualizations revealed this process to be multi-factorial; that is, the participants experienced self-empowerment through “defining values,” “perceiving self-efficacy,” “positioning of power,” and “inviting others in.” Although the concept “empowering self” and its categories and subcategories were abstracted preceding my return to the literature, I was surprised by the similarities of my conceptualizations with Zimmerman’s theory of youth empowerment. According to Zimmerman (2000), self-empowerment is

cultivated by addressing and improving one’s competencies (“perceiving self efficacy”), being proactive in seeking life’s meaning (“defining values”), perceiving personal control (“positioning of power”), and understanding the needs of others (“inviting others in”).

Figure 11 offers a visual of my conceptualization of the relationship among the main concept “empowering self,” the four categories, and their sub-categories.

Figure 11: The Concept “Empowering Self” and Corresponding Categories and Subcategories



The above figure presents the components of the concept “empowering self,” which is presented at the core of the sphere. The categories of “empowering self” are presented in the adjacent ring; they are “inviting others in,” “defining values,” “perceiving self

efficacy,” and “positioning of power.” Adjoining each category, on the outer ring, is its corresponding sub-categories; for example, the category “positioning of power” at the top of the sphere presents “determining control” and “accepting self” as its subcategories. The features and findings of the concept “empowering self,” and its categories and sub-categories are described below.

She made me see more of how much I'm worth and that I didn't give myself enough credit for how much I'm worth and it wasn't necessarily her telling me that – it was me realizing that for myself – like I have all the tools that I need to change and it's not going to be overnight but I have all the right tools and I can definitely do that (Beyoncé).

Significantly, the quotation above, from Beyoncé, addresses each of the categories of “empowering self,” one of four main concepts that resulted from analysis of the study data. The following table reflects this inference, and relates the categories “perceiving self efficacy,” “defining values,” “inviting others in,” and “positioning of power” with corresponding data probed from the quotation above.

Table 16: Sample Data Gleaned from Categories of Empowering Self

Categories	Correlating Data
Inviting others in	She made me see more of how much I'm worth
Positioning of power	It was me realizing that for myself

Perceiving self efficacy	I have all the right tools and I can definitely do that.
Defining values	I didn't give myself enough credit for how much I'm worth

6.2.1.1 Category One of Empowering Self: Inviting Others In

The category “inviting others in” referred to the adolescent participants’ willingness to allow their CPCC access to their thoughts and feelings, a process that was difficult for some. Beyoncé noted, “It's just like something that I really don't like doing. I don't like talking about myself like that.” From my listening to the taped interviews, I would assert that an invitation to the inner sanctum of thoughts and feelings of adolescent participants was attained through sheer effort and talent on the part of the CPCCs. It depended on the “coaching environment” that promoted “a focused, concentrated conversation designed to support the coachee in clarifying choices and making changes” (Kimsey-House, et al., 2011, p. 17). To a large extent, the process of “inviting others in” was reliant on the connectedness of the CPCC and the participant (see Section 6.2.3: Creating Connections and Section 6.2.3.3.1: Negative Cases).

“Minding other-views” and “seeing others,” two sub-categories of “inviting others in,” were identified from the rich descriptions of the participants, and closely related to the process of “empowering self.” Inviting her coach into her thoughts and feelings, accepting her coach’s prompts, and positively assessing the value of her coach’s input

added to the construction of Beyoncé's self-empowerment. Beyoncé expressed her appreciation for her coach's consistent acknowledgments that she was "naturally creative, resourceful, and whole," one of the four cornerstones of MI-via-CALC (Kimsey-House, Kimsey-House, Sandahl, & Whitworth, 2011). "Seeing others," a code for understanding, empathizing, or being aware of others, was evidenced by Beyoncé's confirmation that her coach provided meaningful suggestions and affirmation; "I saw what she was saying, and it meant a lot to me."

The subjective norm (recall Section 2.2.2), a powerful determiner of motivation to comply with perceived expectations of others (Ajzen, 1988, 1991), aligns with the subcategory "minding other-views." Beyoncé stated, "She made me see," which denoted her compliance with her coach's views. Additionally, she described her coach's expectations and her compliance to those expectations as follows:

Like she gave me complements in saying like uh that she had complete faith that I would be able to figure out what she asked me to do and I didn't want to but I knew that she expected me to so I did it and like it showed me like – she kind a' like – I'm like, I actually am in the right spot.

By "minding other-views" (subjective norm), Beyoncé realized that the task was worthwhile (attitude toward behaviour) and that she could do it (control belief) because of her coach's encouragement. Beyoncé's motivation to complete the task was the result of this process, which, in turn, would seem to coincide with the tenets of the Theory of Planned Behaviour (Ajzen, 1991). A discussion of this theory, and a diagram of its process are presented in this paper (see Section 7.5 and Figure 3 and Figure 15).

The following excerpt, spoken by Ari, amplified “minding other-views.” Although he declared that he was intrinsically motivated, he felt that his coach’s suggestions and encouragement were also important to him.

Well, it's uh, after a few sessions it adds another reason to do the things that she (coach) asked because you get closer with that person who, uh that you want to do whatever they're asking so, you don't want to disappoint them or upset them.

Ari recognized that he could get things done on his own, but being acknowledged and encouraged by his coach augmented his intrinsic motivation and self-empowerment. Additionally, Ari recognized that he was “getting closer” with his coach, an affirmation that he was “creating connections.” Bandura (1997) and Ajzen (1988, 1991) postulate that confidence in one’s ability depends on the process of positive external and internal reinforcement (see Sections 2.2.1 and 2.2.2).

Ari’s conscious decision not to disappoint or upset his coach denoted his understanding of the needs of others. “Minding other-views” compelled the participants toward their notion of “getting it done.”

6.2.1.2 Category Two of Empowering Self: Perceiving Self-Efficacy

Perceiving self-efficacy is an important constituent of behaviour change. Individuals who perceive self-efficacy are more likely to be self-directed in determining the need for change behaviour and perseverant in the process of changing behaviour (Bandura, 1994).

Beyoncé’s insight that she had the “right tools” and “am in the right spot” for change (previously mentioned) demonstrated her perception of self-efficacy to change; moreover, it seemed to provide her with a sense of self-empowerment. She qualified her awareness of self-efficacy when she recounted a conversation about “re-routing” her 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 you're not blah blah blah 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 I'm – like it's obvious that everyone’s biased about themselves, but it's true, like why am I doing this to a person even if that person’s me?

The above quotation also brings to light the sub-category “re-routing” and demonstrates the moment of truth when Beyoncé realized her predilection to speak negatively about herself. “Perceiving self-efficacy” to re-route her negative self-talk to the positive seemed to stimulate Beyoncé to approach change with greater confidence.

Barrister expounded on his self-efficacy to “getting it done” by “re-routing” his tendency to procrastinate. Perhaps through MI-via-CALC (see Section 6.2.3.3.1: Negative Cases), Barrister was able to correct or “re-route” his thoughts of inadequacy and “actively practice a few things.” By “getting things done,” Barrister came to the following construction of his reality:

I guess it (MI-via-CALC) kind of put me in the situation where I had to do things that um, like, I already had the confidence that I know that I could do all the things, it put me in the situations where I had to actively practice a few of the things so I guess it showed me that I was correcting me, um, I was correcting my understanding that I had the confidence that I could get things done myself, it didn't make me any more confident. It just reaffirmed my thoughts on my position.

“Re-routing” his thoughts lead Barrister to the conclusion that he had the confidence and the ability to “get things done myself,” magnifying his awareness of self-efficacy and internal motivation. The above excerpt exemplifies the relationship of perceived self-efficacy to self-esteem and motivation (Miller & Rollnick, 2002; Jessor, 2001; Audrain-McGovern et al., 2010; Colby et al., 2005, 2012, Enea & Dafinoiu, 2009).

Beyoncé revealed the process of “creating balance” when she declared, “I now know that like if I have to treat myself as a friend that like I should also treat my friends as myself.” This meaningful disclosure validated her self-examination and empowerment to create balance in her thinking about herself in and of her world. Woodsman gave the following advice about “creating balance” in life, after he came to this realization through MI-via-CALC:

That certain things are too much; that you shouldn't eat the whole cake in one day. That you should space everything out; you shouldn't really have a day where you don't do any sports, any homework, any anything but go out with your friends or any one day that's all school or one day that's one anything; you should

really space everything out into pieces. It's possible to do all the pieces, you just gotta space things out and not make one thing your only priority.

The rich and descriptive data above shows that “creating balance” provided Woodsman with the opportunity to “have my cake and eat it too so to speak,” indubitably a practice of “getting it done.”

6.2.1.3 Category Three of Empowering Self: Positioning of Power

Positioning herself with the power to change increased Beyoncé’s likelihood of “getting it done.” Beyoncé explicitly voiced “accepting self,” a subcategory of “positioning of power” to change, when she stated that she hadn’t given herself “enough credit for how much I’m worth.” She heightened her position of power when she explicitly stated:

I have a handle on myself like I can deal with everyday situations and I'm happy.

It's good ‘cause I know before in my life I didn’t really have a lot of confidence in myself but now I am in a good place to have confidence and it feels good because I'm the one controlling myself – not my friends.

Beyoncé positioned herself “in a good place to have confidence,” which increased the prospect of “getting it done” and highlighted her “accepting self” and consequent self-esteem. Research (Crocker & Wolfe, 2001; Leary, 1999) has shown that those with enhanced self-esteem are less likely to give into pressure to conform (“I’m the one controlling myself – not my friends”), are more resilient (“I have a handle on myself like I can deal with everyday situations”), and are happier (“and I'm happy”).

“Determining control,” another subcategory of “positioning of power,” is associated with Dweck’s concept of growth mindset (Dweck, 2006) and Rotter’s intrinsic locus of control (Rotter, 1989) (see Section 4.5). 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 Ari’s 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 his self-determination, Ari enjoyed positive outcomes.

Adding to the interpretations presented above, Section 5.8.2 and 5.10 in the previous chapter presented the emersion and crystallization of the concept “positioning of power,” as did Figure 7: “A Matrix of Personal ‘Positioning of Power’ to Change” (Section 5.10). These sections presented elucidations of Veetee’s likelihood of behaviour change in relation to her level of intrinsic motivation and the correlating supportive/constrained relationship. That is, Veetee revealed that she was not intrinsically motivated to change her behaviour with her friends, but the encouragement of her CPCC provided her with motivation to change, as is verified later in this chapter. Similarly, she saw potential for

change to become a “good diabetic” because she was intrinsically motivated, although she did not perceive coaching support (example of negative case to follow). Veetee struggled with intrinsic motivation to exercise regularly (one of the reasons for wanting to try MI-via-CALC) but did not receive the coaching support that she anticipated, and therefore described an unlikelihood to change. However, her desire to maintain proper dietary habits, and her coach’s co-interest in nutrition, provided the optimal framework for change. In that case, Veetee’s personal “positioning of power” for change placed the CPCC and her on equal footing; both played an equivalent role in creating the optimal framework for change.

“Determining control” of his behaviour placed Ari in a position of power to be his best. Doing well and receiving the reward of self-satisfaction increased Ari’s intrinsic motivation to engage in his education. An internal locus of control aligns with Ari’s intrinsic motivation and his belief that he was in the position of power to control the consequences to his behaviour. Internal locus of control predicts better academic achievement, enhanced interpersonal relationships due to higher self-esteem, and greater effort to learn (Rotter, 1966, 1989).

Beyoncé’s declaration that “it was me realizing that for myself” placed her in the position of power to control her learning and growth. Beyoncé later stated, “the coolest part was that I learned to understand myself,” “I came to all conclusions,” and “I was just like basically figuring it out.” This experience of self-reflection enabled Beyoncé to think about her own thought process and to reflect on her experiences in order to gain understanding of her ideas (Bandura, 1989), contributing to her intrinsic motivation to “figuring it out” or, put another way, “getting it done.” Similarly, Pink asserted, “I am

more confident in my decision and thinking for myself and becoming independent that way – I think that was what I took from it.” Pink was “determining control” of her position of power to make decisions and advance independent thinking.

6.2.1.4 Category Four of Empowering Self: Defining Values

The category “defining values” enhanced self-empowerment by illuminating the personal ideals that made each participant unique. Beyoncé stated that she hadn’t given herself enough credit for “how much I’m worth.” Her perception of low self-worth diminished Beyoncé’s motivation to “respect myself more”; however, after completing a coaching exercise on how she saw herself, Beyoncé 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, like it's, it takes effort to do it and you're so used to your regular situations that like I had to actually force myself to do it but I recognized that it actually helped me a lot when I did because it was so good because it made me feel so good about myself.

The above quotation also underscores Beyoncé’s alacrity to “learning resolve,” another subcategory of “defining values”; in other words, resolve or determination was to be actualized after “a lot more effort.” Beyoncé showed willingness to change when she forced herself to try the coach’s suggestion, and was rewarded by positive results.

Realizing that effort could lead to her desired outcome “evoked transformation,” one of the four cornerstones of MI-via-CALC (Kimsey-house, 2011).

Similarly, Geo recalled how “defining values” during his MI-via-CALC session lead to the realization that he valued leadership qualities that enhanced self-empowerment and motivation. Prior to the coaching process, Geo admitted that he lacked self-confidence:

Like uh like I was kind a’ not that confident about myself and I guess I – she, like she kind a’ helped me, because she told me that I kind a’, uh like I guess she asked me what I value and stuff and I guess she helped me to realize that like my traits and that – and like I’m a role model to others and I noticed that like – I saw that more people like ... I just saw stuff that I never noticed before um like when people always ask me for advice and stuff because I like I have a good opinion and yeah – it feels good to know that.

After experiencing MI-via-CALC, Geo continued to focus on the values that he defined during his coaching sessions:

Every time – like she told me to fill out this thing about what I value and put it on my desk – and now whenever I go to my desk to do work I think about that and think about my values and being a good role model.

Geo’s visual reminder of his defined value “being a good role model” reinforced his “self-empowerment.”

Pink expressed surprise in the following self-revelation that emanated from “defining values” in one of her coaching sessions:

I think that when we started to focus on values and stuff and I started to explore what was really important down to my core I was really surprised that – like when

I said to her (coach) that I really want, that I really value happiness in what I really want for myself.

Pink identified the value of personal happiness with empowerment to do what she wanted for herself “instead of what other people want me to do and as a result I would really make a nice life for myself.”

“Being present,” a subcategory of “defining values” is linked, in the research literature, 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).

Pink disclosed the importance of “being present” and “not losing the moment”:

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.

The practice of “being present” also empowered Pink with the ability to focus on her values. Siegel refers to “being present” as “time-in,” a term he uses “to describe the time we take ... to intentionally focus our attention on the inner world of our mental, subjective experience” (Siegel, 2013, p. 112). He attributes taking “time-in” to developing resilience, happiness and well-being. Pink’s sense of well-being was strengthened by her attention to “not losing the moment – like, the now.”

The categories and sub-categories discussed in this section dovetail with the concept “empowering self.” Further discussion of the relationship between the concept of

“empowering self,” its categories and sub-categories, and the developing theory that emerged from the data is advanced in the following chapter.

6.2.2 Concept Two: Shoring Up Purpose

Participants of this study voiced an interest in making a difference in their world, and spoke of seeking ways of “shoring up purpose” to “getting it done.” This quest for purpose has been the focus of studies involving adolescents. Damon, Menon, and Bronk (2003) highlighted the importance of purpose for positive growth during adolescence. They defined purpose as “a part of one’s personal search for meaning, but it also has an external component, the desire to make a difference in the world, to contribute to matters larger than the self” (Damon et al., 2003, p. 121).

The process of “shoring up purpose” was underscored by four categories; they were “heightening expectations of self,” “restraining impulsivity,” “being unique,” and “evaluating priorities.” The following table provides a participants’ voiced framework for the aforementioned categories.

Table 17: Sample Data from Categories of Shoring Up Purpose

Categories	Correlating Data
Being unique	Do what you want to do to make you feel whole and fulfilled
Restraining impulsivity	Like the second voice that was showing me all the bad, bad outcomes

Heightening expectations of self	I know that I have to work hard to go where I want to go
Evaluating priorities	You just gotta space things out and not make one thing your only priority

The conceptual spheres of “shoring up purpose” are depicted in Figure 12 below.

Figure 12: 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. The categories of “shoring up purpose” are presented

in the adjacent ring; they are “being unique,” “restraining impulsivity,” “heightening expectations of self,” and “evaluating priorities.” Adjoining each category, on the outer ring, is its corresponding sub-categories; for example, the category “heightening expectations of self” at the top of the sphere presents “speaking the truth” and “being a leader” as its subcategories. The features and findings of the concept “shoring up purpose,” and its categories and sub-categories are described below.

6.2.2.1 Category One of Shoring Up Purpose: Being Unique

I guess that the lesson that I learned, I don't really know how to phrase it but ... I guess kind a' um doing, like personally for me, I learned that you have to kind a' choose and do what you want to do to make you feel whole and fulfilled and go for what you want to do because I guess in a way, I mean my coach never really said it this way, but like life's too short to be kind of doing things that you don't want to do for other people because in the end they make you unhappy and you have to feel happy and fulfilled and like that you're making a difference I guess.

The above excerpt, taken from the data transcribed from Pink's responses, typifies the category “being unique” and the sub-categories “exploring ideas” and “being courageous.” Pink explicated her aspiration for uniqueness when she stated that she learned through MI-via-CALC her need to follow her own path, to “do what you want to do to make you feel whole and fulfilled” and not to wholly comply with the assertions of others. Pink stated, “life's too short to be kind of doing things that you don't want to do for other people,” which validates “exploring ideas” about staying true to her values of happiness and fulfillment. Pink's response also supports self-actualization, the highest

level of Maslow's hierarchy of needs (Maslow, 1947). Maslow's original theory 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").

Moreover, Pink 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" instead of exclusively satisfying the expectations of others.

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).

Veetee demonstrated her courageous effort in the interest of "being unique" and "getting it done":

It's a lot easier to just be yourself and then people I find generally –like – no not generally – always - accept you so it's just easier on everyone. Like I'm trying like I didn't go to something last year because I felt maybe I would look stupid doing but this year I wanted to do so I went and I was embarrassed to say that I was doing it but people were like "cool have fun" and I was worried about their reactions for nothing.

For Veetee, “getting it done” represented “being unique” and being in the position of power to make purposeful decisions that were appropriate to her. Unfortunately, as discussed further in this chapter, Veetee’s courage was situational.

6.2.2.2 Category Two of Shoring Up Purpose: Restraining Impulsivity

The category “restraining impulsivity” is interrelated to the concept “shoring up purpose”; that is, purpose inhibits impulsivity because purpose promotes thoughtful reflection about our actions and self-awareness (Siegel, 2013). Impulsivity, on the other hand, does not involve deliberation; therefore, “restraining impulsivity” gives pause “to think beyond the immediate dopamine-driven impulse pounding on our minds” (Siegel, 2013, p. 67).

Pertinent to this study, the data indicated that “restraining impulsivity” lead to “problem solving” and “creating positive options.” For example, Ari noted:

Oh yeah, yeah, yeah ... she (coach) would let me see the rewards, kind a’ like the good and bads, like um she told me like um there’s a part of me that was telling me, like kind a’ like the second voice that was showing me all the bad, bad outcomes of not doing something that brought bad – or doing something that brought the good, the good outcomes or rewards of doing said activity.

Ari was “creating positive options” by seeking rewards for “restraining impulsivity” of “not doing something that brought bad.” Ari 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 Ari's case, "shoring up purpose" involved the intrinsic value of "restraining impulsivity" in order to stay focused on his goals.

6.2.2.3 Category Three of Shoring Up Purpose: Evaluating Priorities

"Evaluating priorities," the third category of the sphere, was equally relevant to the concept of "shoring up purpose." Woodsman clarified the importance of "evaluating priorities" in relation to "getting it done":

It is possible to do all the pieces, you just gotta space things out and not make one thing your only priority ... I do hang out with friends but that's not my only priority now, it's not something that I have to do every day – um I used to do my homework as late as possible so that's one priority that's a lot different. I'd blow off studying and stuff 'cause I thought I knew it but now I know that I should really study and be ready for things.

When "clarifying goals," a subcategory of "evaluating priorities, Pink expressed value in the MI-via-CALC process.

I feel that it is authentic and like for some things, if there isn't a right answer and a wrong answer I think that coaching helps you to form your own opinions and doesn't really tell you what's right or wrong. That makes you value your decision that much more.

Geo referred to the process of "clarifying goals" during his MI-via-CALC sessions.

It's really kind of helped me and I just think it's really good and helpful and kind of, well, it cleared up what I want to do and made it more specific and let me see what I want to do.

Due to “clarifying goals,” Geo was likely seeking self-actualization, the process of fulfilling his potential (Rogers, 1980). He was able to take a summer course that expanded his knowledge of computer sciences. He also investigated high school and college courses that would provide him with the education that he needed to pursue his goals. He described the process:

Well at first it was my coach who kind a’ guided me and she didn’t force me to do anything, she didn’t really – she just helped me – she kick-started me I guess and I realized that this is what I want to do and that and that if I want a career in that then I’m going to have to take my own initiative and so I looked into it.

For Geo, “shoring up purpose” seemed to enhance his self-esteem and alleviated stress. “I feel that it's a lot of weight off my shoulders.” By eliciting his view of his situation, his CPCC “kick-started” him in the context of collaboration and goal setting to “getting it done.”

Additionally, “shoring up purpose” encouraged Geo to evaluate his priorities.

Previously, he “had some really tough situations with organization” which prevented him from being his best academically; however, because he clarified his goals, Geo saw purpose in being organized. The coachee’s agenda is always at the heart of MI-via-CALC; that is, “with each coaching session, there is an issue to work on, plans to make, goals to define, an accountability to create action and learning” (Kimsey-House, et al.,

2011, p. 120). “Evaluating priorities,” like setting an agenda, created the groundwork for “getting it done.” As Geo noted:

Things are a lot easier – I haven’t like, I haven’t missed any papers and like I put them in my binder pockets and stuff instead of just shoving them in places I can’t find and I guess that kind of contributes to getting better grades because my learning skills were like all good except for my organization and my teachers gave me a lot of grief for that so it’s good to be able to organize better so that I will – it will help me reach my goals.

“Covering the angles” occurred when the participants explored choices that impacted their future. This subcategory 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. In this regard, Pink recalled her MI-via-CALC experience:

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. Like we were talking about the fact that I wanted to get into a leadership program but I was nervous to do it because I didn’t know whether it was the right academic choice 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.

Pink 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).

6.2.2.4 Category Four of Shoring Up Purpose: Heightening Expectations of Self

Another category in relation to “shoring up purpose” that emerged from the data was “heightening expectations of self.” The adolescent participants expressed an intrinsic need to expect more of themselves when investigating their purpose. After experiencing MI-via-CALC, Geo detailed the following:

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.

Geo exemplified his “heightened expectations of self” when he positioned himself as a leader. He recognized his leadership qualities, which, in turn, motivated him to “getting it done.” “I know that I have to work hard to go where I want to go and like stuff and hey there’s no point in giving up ‘cause I can do it – like I got what it takes.” Geo’s words confirmed that “purpose is always directed at an accomplishment towards which one can make progress (Damon et al., 2003, p. 121). Geo recognized his ability to make progress toward his purpose, which promoted self-efficacy.

Similarly, Woodsman expressed his “heightened expectations of self” after the MI-via-CALC sessions. “Now I think about how I’m going to do it, when I’m going to do it, and how I’m just gonna achieve it – not can I achieve it.” Woodsman’s metacognition very likely exemplifies a growth mindset (Dweck, 2007), which infuses a belief in individuals that dedication, resilience, and a positive attitude will bring success. Like Woodsman

and Geo, individuals with a growth mindset believe that they have the capacity to become more intelligent if they work hard; also, they believe that they can learn from failure, which requires courage.

“Speaking the truth,” an additional subcategory of “heightening expectations of self” refers to self-truth, the internal conversation of the participants. “Speaking the truth” refers to self-declaration; that is, being honest and truthful with self in order to “shore up purpose.” At the midway point of her MI-via-CALC sessions, Veetee 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,” Veetee 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. During the coaching sessions, the CPCC tells the coachee what he or she sees and points out ambiguity. Adolescents need this honest perspective when “getting it done,” and have a talent of seeing through polite sidestepping and insincere flattery. Pink succinctly confirmed this adolescent penchant for detecting “fakeness.”

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.

The MI-via-CALC premise that people are "naturally creative, resourceful, and whole" fits the concept of "shoring up purpose." It was with creativity ("being unique"), resourcefulness ("evaluating priorities" and "heightening expectations of self"), and wholeness ("restraining impulsivity") that the adolescents approached "shoring up purpose." The interconnectedness of MI-via-CALC and the concepts, categories, and subcategories of this study are developed in more detail in Chapter 7.

6.2.3 Concept Three: Creating Connections

I thought it was really good like we could really joke around and we were both like on the same page. I was eager to listen to what she had to say and she was really good at listening to me and yeah I think we really connected well.

The data from this research provided support to the concept that "creating connections" with significant others is a central mechanism to "getting it done." Siegel (2013) explains that adolescents need authentic connections with others in order to feel secure and supported as they discover their world. Fitting to this concept is the dynamic relationship of coach and coachee inherent to MI-via-CALC. A fundamental quality of this connection is that it "creates a unique, empowered relationship for change" (Kimsey-House, et al., 2011). Further, Lerner, Fisher, and Weinberg assess confidence in self and connection with others as vital to positive adolescents development (Lerner, et al., 2000).

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.” The following table represents the categories listed above, and highlights correlating data to each category.

Table 18: Sample Data Extracted from Categories of Creating Connections

Categories	Correlating Data
Collaborating	I was able to like feel that she understood me but the coolest part was that I learned to understand myself.
Being recognized	I got the job at the (local pool) so I'm excited.
Removing the mask	I try to use what we talked about in the first session to not always rely on a façade as a shield I guess.
Feeling safe	I feel like she cared and so I didn't mind sharing the information.

The following sphere provides a visual of this interconnection.

Figure 13: The Concept “Creating Connections” and Corresponding Categories and Subcategories



Figure 13 presents the components of the concept “creating connections,” which is presented at the core of the sphere. The categories of “creating connections” are presented in the adjacent ring; they are “collaborating,” “being recognized,” “removing the mask,” and “feeling safe.” Adjoining each category, on the outer ring, is its corresponding sub-categories; for example, the category “removing the mask” at the top of the sphere presents “accepting self and others” and “being understood” as its subcategories. The features and findings of the concept “creating connections,” and its categories and sub-categories are described below.

6.2.3.1 Category One of Creating Connections: Collaborating

When analyzing the data, “collaborating” emerged as integral to “creating connections.” Beyoncé spoke of her feelings about the outcome of collaborating with her CPCC.

Umm uh – I was more comfortable with my talking with her (coach) like I would always speak my mind and um but like the more we talked the more regular it was and it's like that I gained more confidence and I started to come up with ideas instead of stopping before the ideas. Like I felt that because of my coach I was able to stand up for myself more like you know –deal with my problems better.

While collaborating on “getting it done,” Woodsman 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. Beyoncé expressed and reinforced the importance of collaborative support:

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 just kind a' like helped me and that was good because she would prompt me to dig deeper whereas I wouldn't ever be able to do that to myself.

By “creating connections,” Beyoncé deepened her understanding of herself. Moreover, the collaborative support that resulted from her experience with MI-via-CALC prompted introspection and self-analysis. Siegel refers to this deeper self-understanding as “mindsight” (Siegel, 2013) and provides the acronym “COAL – that is, being curious about what is happening, being open to what is going on, accepting ... and letting go of judgments ... and having a loving stance toward the experience, and yourself” (Siegel, 2013, p. 121). The above quotation exemplifies Beyoncé’s practice of mindsight by being curious, open, accepting, and loving of herself (“the coolest part was that I learned to understand myself”).

Pink highlighted the benefits of introspection that resulted from “collaborating”; she was able to organize her thoughts and think clearly:

I guess when there’s something on your mind you can kind a’ organize your thoughts because when you say it out loud it’s better than scattered thoughts in your head. So when you get to talk to someone it is sorted out and I guess you can think more clearly on a regular basis.

Pink explicitly addressed the long-term benefits of “being supported” by her CPCC. In this instance, “getting it done” represented Pink’s autonomous decision-making that was reinforced through collaboration and support by her coach.

The following memo was written on the page opposite to the data collected from my interviews with Pink:

The important distinction here is that Pink was in the position of power to think out loud in the presence of a caring and trusted other. Were her autonomy thwarted, Pink would not be so magnanimous toward her coach.

She was really positive throughout the calls and I felt that I guess kind a' like um she encouraged me and supported me and helped me to make decisions for myself and that stuck with me after the fact.

Ongoing effective communication, collaboration, and “designed alliance” (Kimsey-House et al., 2011) are vital to the coaching relationship, which is at the heart of the MI-via-CALC model.

“Helping others,” a subcategory of “collaborating,” 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 following excerpt represents the movement from me to we. Beyoncé’s mindfulness of others is apparent in the following excerpt.

Yeah I would listen to people and help them with their problems and when they were talking about their problems I wasn't like “oh why am I listening to your problems when I have my own and mine are so much worse” because I realize now from what we talked about in coaching that we are all the same without really being the same but we all have problems that look different but feel the

same kind of bad so now I am like “I’m sorry” and I can treat them more like it's their problem without relating it to me because if I just focus on them and their problem then focus on me another time then it's going to be more beneficial to our friendship to them and to me.

The above quotation captures Beyoncé’s personal shift from me to we in that she juxtaposed the manner in which she approached other people’s needs; her personal journey elevated her from “oh why am I listening to your problems when I have my own” to the realization that “we all have problems that look different but feel the same kind of bad.”

6.2.3.2 Category Two of Creating Connections: Being Recognized

“Being recognized” was another category that emerged from the data and related to “creating connections.” Siegel (2013) refers to “being seen” as one of the elements of “mindsight” whereby the adolescent perceives that his or her mind is being seen by another person’s mind. 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.”

The following memo was written after I categorized the data of the study:

The CPCCs approached the coaching relationship with mindsight and the participants who bonded with their coach perceived mindsight; they said that their coach really listened to them, heard what they had to say, and understood them. Perhaps the negative cases did not have the same experience. I need to check this out – member check with Veetee and Barrister.

“Perceiving value by others” and “taking on tasks,” both subcategories of “being recognized,” address the relationship of others to self. The adolescent participants expressed a need to be seen, or valued, by others.

Further, the participants articulated their sense of connection to their coach due to the recognition that they received regarding their accomplishments in taking on and completing tasks. Pink grappled with her personal challenges of “getting it done.” She 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 I guess you could say because I don’t know I guess I had opportunities to talk with an adult like my coach so I guess I felt like I could better express myself.

Pink confirmed the importance of “perceiving value by others”; in this case, getting the job substantiated the value that others attached to Pink’s preparation, effort, and ability.

As she stated:

I got the job at the (local pool) so I'm excited. I feel really good about that. It feels really good to have finished it (application process). And I'm taking chemistry this summer so I'm looking forward to it.

“Being valued by others” and “taking on tasks” apparently fortified Pink’s self-efficacy to venture toward “getting it done.” Additionally, “being recognized” for her ability to lifeguard enhanced Pink’s empowerment of self; she associated her confidence and her connection to her coach with “getting it done.”

6.2.3.3 Category Three of Creating Connections: Removing the Mask

The participants spoke of the necessity to remove the mask of pretense and fabricated identity when “creating connections.” This category refers to authenticity, a necessary component to “accepting self and others” and “being understood.” Beyoncé recognized the importance of “breaking down” personal “barriers” and “being real with people” when “creating connections.” By being courageous and speaking her truth, Beyoncé was effective in “removing the mask”:

Just like my jealousy of my friends or like my anxiety about the future or my anxiety about my social life or just not really knowing where I belong as far as my future goes and I was able to break down a lot of those barriers with the level of respect that I gained for myself when I was being real with people.

Similarly, “removing the mask” and revealing her genuine personality strengthened Veetee’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. Like things don't always have to look perfect when people ask how things are going and 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, Veetee 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 um I think that made me – it's something that I've taken away from coaching.

Thus, Veetee’s “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.” Further, trust is a core component to the MI-via-CALC relationship; a mutual recognition of the integrity and capacity of both the coach and the coachee is essential to the process.

The following memo was written while constantly comparing the data of the study, and is amplified and addressed in the section following this memo:

It is gratifying to know that Veetee had favorable and meaningful experiences but I am aware of her overall response to MI-via-CALC. She was disappointed but didn't want to say anything against her CPCC, whom she saw as a kind, generous, and sweet person. Her empathy for the coach was apparent; she did not blame her for falling short. She seemed to be frustrated with herself that she couldn't make her goal statement stick with her coach –she put it out there, but the coach didn't grab hold. The negative aspects of her MI-via-CALC experience must be included and considered.

6.2.3.3.1 Two Negative Cases: Wearing the Mask

Although Veetee reported that her first MI-via-CALC session was powerful and brought about change, she expressed disappointment with the sessions that followed (see Section 5.11 of the previous chapter). Interestingly, through MI-via-CALC, Veetee was able to identify her barriers to “getting it done.” The barrier, “removing the mask,” seemed to be lifted; by developing trust in others, Veetee was able to be genuine in her relationships. Unfortunately, she was not consistent in “removing the mask.” Rather than reminding her coach of her agenda, Veetee hid behind a mask of affability. She was unwilling to trust that her coach would not judge her; consequently, her experience of the remaining seven sessions was described as follows.

I felt that it was really disorganized and I didn't see any point and it was really scattered and some of the exercises I didn't see the point of. I didn't find that it pertained to my issue and I guess that mostly we just touched on different issues

and we talked too surface level. It didn't make a lot of sense ... but I feel bad because all I've been doing is bashing her but she was so nice.

Veetee's refusal in "removing the mask" blocked her from "getting it done." The MI-via-CALC model flourishes on designing an alliance between coach and coachee and both are equally responsible for the process. Veetee absconded from her alliance obligation, and the relationship suffered as a result. Unfortunately, the coach was 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 Veetee's case, that adolescents are sometimes unwilling, inept and/or inexperienced at "removing the mask" for adults.

Further, the second negative case related to "creating connections" and "removing the mask." In Barrister's example, the mask was securely fixed. He described his MI-via-CALC experience as follows:

They kind a' go together, like the coach cheerleads you along during the um actual talk and then babysits you the rest of the week being like, "Okay, during the talk I told you to do this, now I want you to check in with me when you do it ... let me know that you've actually done it."

Ironically, Kimsey-House et al. use the word "cheerleader" in the following context, "You champion clients by standing up for them ... It is not empty cheerleading" (Kimsey-House, 2011, p. 106).

Barrister was somewhat recalcitrant, refusing to consider that MI-via-CALC had any part in his success in “getting it done” with regard to improved grades and submitting college applications:

Um – the coaching process itself didn’t help me realize that it was more that she suggested that I try that method again even though I had tried it in the past so the process of coaching was not what helped me come to that. What helped me was me being willing to try the suggestion.

The following memo was written in response to Barrister’s comments:

Barrister would not attribute “getting it done” to MI-via-CALC – in any way. He claimed that he already “had the answers” and “the whole package” and he “just needed a boost from someone” to get him on track – but he minimized the boost. Is it important that the coach be acknowledged for her impact or is the effected change the most important thing? Maybe the latter in general, but the former would be helpful for the study. I feel that he is wearing the mask in self-protection.

In a study of distancing behaviours, Keane found that “the underlying motivation [of distancing oneself] was self-protection” (Keane, 2010, p. 453). I felt that Barrister was distancing himself from his coach in protection of a façade of insouciance and independence of adults. Siegel refers to this as the “avoidant model,” whereby a person learns to minimize his “attachment needs, feeling disconnected from others and also from your own emotions” (Siegel, 2013, p. 152). MI-via-CALC training warns of the “voice of

an internal saboteur” (Kimsey-House et al., 2011, p. 128). Perhaps his coach addressed this dissonance; Barrister did not, or would not, acknowledge.

“Being understood” also emerged as a subcategory of “removing the mask.” The participants related the necessity of “being understood” to being authentic. Pink connected her ability to be “legitimate” with her coach to her coach’s openness and understanding:

If I ever really need to talk she's (coach) really pretty open and she always seems like she is pretty interested and she really understands me so I can be very legitimate and she's extremely helpful.

Furthermore, Beyoncé recognized her coach’s ability to understand her:

Like she noticed that I'm very hard on myself and like what she said, like it made me try to accomplish more like getting around barriers that I put up and I didn't know how to take down.

In her study of MI in adolescent treatment, Naar-King points out, “Accurate expressions of empathy are especially critical in encounters with adolescents, as it is common for the adolescent to experience a lack of acceptance and understanding from adults” (Naar-King, 2011, p. 652). The majority of participants discussed their coaches’ ability to understand them.

6.2.3.4 Category Four of Creating Connections: Feeling Safe

The fourth category that surfaced from the data and linked to “creating connections” was “feeling safe.” The physical environment and the relationship environment of MI-via-CALC are described as fundamentally “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. Safety and confidentiality also align with the ethical considerations of this research undertaking (see Section 4.2.2). 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).

Pink experienced a feeling of safety and comfort when engaging in her MI-via-CALC sessions:

The questions weren't awkward in any way because personally I feel like she cared and so I didn't mind sharing the information that she was asking about. I didn't feel like anything was uncomfortable. It was really nice like I mean it was sincere so it was really nice to hear her voice and I got to get comfortable and lie on my bed and feel like I was in my own space and it made the coaching experience feel more natural and it made it feel in a sense more confidential and I guess it made me feel like it, it was more authentic.

The above selection of Pink's transcribed response addressed the category “feeling safe,” and the subcategories “being in a good place” and “caring others.” 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). Pink's perception that her coach genuinely cared about her responses elicited an essential feeling of safety for self-discovery. Additionally, Pink was situated on the telephone in her bedroom, the ideal, naturalistic setting for an adolescent and for a constructivist grounded theory study (see Section 3.7).

Beyoncé conveyed “being in a good place” and “caring 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.

In the above excerpt, Beyoncé spoke of the connection with her coach; the CPCC, the “caring other,” provided a positive, safe place from which to explore feelings, ideas, and values.

The study participants spoke favorably about communicating with their coach by telephone, and most expressed the close connection that resulted from not meeting face-to-face. Beyoncé reflected on the benefits of “meeting by telephone”:

You can make a lot of assumptions about someone based on like how they're dressed or what they look like – like obviously what they look like is huge – but

neither of us had that of each other like there was not like – like we didn't have to look at each other so I didn't think like "I don't know if I should reveal this" and you just like worry that – like I could just say it like very casually and it was like it was talking to myself but then there was someone else to reassure me and reinforce what I should do so I liked meeting by telephone.

Pink expanded the positive aspects of "creating connections" by telephone as opposed to face-to-face:

I liked not going to an office ... and awkwardly sit down in a plastic chair and face forward. It made it feel like I guess that sometimes facial expressions can be distracting if you don't want to see what their reaction was but a phone call takes that distraction away and like I didn't have to see her writing notes or taking notes down. It would make me feel more nervous but since I didn't get to see that I guess it was – I felt like we were close.

The rich accounts of the adolescent participants corroborate the appropriateness of meeting with the CPCCs by telephone; they endorsed this mode of communication as fitting to "creating connections." Woodsman articulated:

I like it just because it's a lot easier – you don't have to drive anywhere and have to be there at a certain time – you just get on the phone and talk.

When discussing human attachment, 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. The next chapter advances the interaction of “creating connections” with MI-via-CALC and the other concepts, categories, and subcategories of this study to discuss the substantive theory that originated from the data.

6.2.4 Concept Four: Envisioning the Future

The fourth concept, “envisioning the future,” emerged from the data and encompassed the categories “setting goals,” “seeking fulfillment,” “being flexible,” and “thinking creatively.” This concept is in keeping with the foundation-setting process of MI-via-CALC that focuses on designing the future (Kimsey-House, 2011). “Finding the compelling vision can take any goal, action, or outcome and invest it with new power” (Kimsey-House, et al., 2011, p. 24). The table that follows provides examples of data that relate to each of the categories of “envisioning the future.”

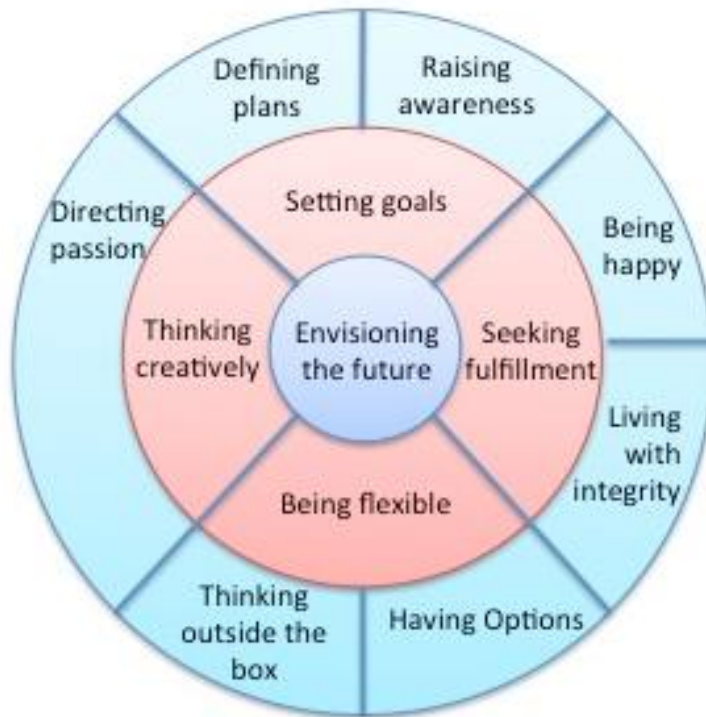
Table 19: Sample Data Gleaned from Categories of Envisioning the Future

Categories	Correlating Data
Being flexible	I feel a lot less like subconsciously stressed out because I guess now I feel like ... like I have more confidence and like my path will unfold as I go.
Seeking fulfillment	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.

Setting goals	She gave me opportunities to see my goals and gave me information on how I can reach my goals.
Thinking creatively	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.

The following sphere offers a graphic of the relationship between the concept “envisioning the future” and its categories, and subcategories.

Figure 14: The Concept “Envisioning the Future” and Corresponding Categories and Subcategories



The above figure presents the components of the concept “envisioning the future,” which is presented at the core of the sphere. The categories of “envisioning the future” are presented in the adjacent ring; they are “being flexible,” “seeking fulfillment,” “setting goals,” and “thinking creatively.” Adjoining each category, on the outer ring, is its corresponding sub-categories; for example, the category “setting goals” at the top of the sphere presents “raising awareness” and “defining plans” as its subcategories. The features and findings of the concept “envisioning the future,” and its categories and sub-categories are described below.

Forestalling “getting it done” by evading “envisioning the future” caused consternation for Pink; however, through MI-via-CALC she approached the future and alleviated stress:

I realize now that it's okay to not necessarily know exactly what you are doing in the future like it made me feel like a lot less stressed out inside because I'm - I mean - when the future loomed over me like because I wasn't doing anything about it - it was kind of a negative thing.

6.2.4.1 Category One of Envisioning the Future: Being Flexible

“Being flexible,” a category that links to “envisioning the future,” addressed the iterative nature of “envisioning the future.” According to Pink:

I feel a lot less like subconsciously stressed out because I guess now I feel like ... like I have more confidence and like my path will unfold as I go so ... yeah.

Pink's realization that engaging in the process of designing her future was important to her feeling of optimism. "Being flexible" and listening to her "inner voice" helped Pink to envision the future:

We discussed my future self, well I think it was called future self interview meditation or something like that, 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 wanted and like what you really imagine for yourself. And it's what you think should happen to 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, 2011). Listening to her "inner voice" exemplified Pink's practice of "thinking outside the box"; she used her inventiveness to envision her future.

"Having options," a subcategory of "being flexible" facilitated in "envisioning the future." Beyoncé 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 there are plans like deep down I know that there are things 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). Beyoncé 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).

6.2.4.2 Category Two of Envisioning the Future: Seeking Fulfillment

"Seeking fulfillment" emerged from the data, and was unequivocally connected to the concept "envisioning the future." Pink examined "things you truly want" in the future that lead to fulfillment. The "things" that Pink considered were not tangible things, but decisions that would ultimately lead to "the thing that I want to do in life" for "seeking fulfillment":

We discussed going for the thing that I want to do in life and not what everyone else expected of me or would hope or choose for me to do and my parents supported me in this instance but I guess overall in life that 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.

The category "seeking fulfillment" relates to one of the three core principles of MI-via-CALC; that is, "fulfillment." 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.” Pink exemplified this interconnection in the following excerpt:

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.

Pink’s words represented the notion that “living with integrity” and “being happy” are intertwined. Her 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 I guess you could say and I guess that's really helped me become more happy personally with the decisions I am making for my future.

Beyoncé 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.

Additionally, Geo’s comment built on the concept of “envisioning the future” to include “seeking fulfillment,” “being happy,” and “living with integrity”:

I didn't really know that like that I'd be interested in that or that I'd be really like figuring out my – like – what I truly want and uh need to do – I don't know – it's

hard to explain but um it's hard to believe that um like I like didn't even know that a career was so close and that is what I'd like and now I'm really happy about it.

Being truthful with himself (“living with integrity”) and “being happy” allowed Geo to access his potential for a fulfilling life. Further, the process of “envisioning the future” included all of the concepts of “getting it done,” revealing the interconnection of concepts, categories and subcategories.

6.2.4.3 Category Three of Envisioning the Future: Setting Goals

The data revealed that “setting goals” was integral to the participants’ capability of “envisioning the future.” Goal setting is fundamental to MI-via-CALC, and the coach must establish 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.

Further, “raising awareness” surfaced from the data to reveal higher order thinking when “envisioning the future.” Research suggests that higher order thinking has enormous benefits for adolescent. Intrinsic motivation and self-efficacy increase when tasks require higher order and critical thinking (Sax, 2007). Geo 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 is the ability to reflect upon our own thoughts and behaviour (Metcalfe, 1996). This ability improves significantly through the adolescent trajectory, and correlates with enhanced confidence in task performance (Weil, Fleming, Dumontheil, Kilford, Weil, Rees, Dolan, & Blakemore (2013). The following quotation by Beyoncé exemplifies her 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 all the time when I'm older but then she gave me opportunities to see my goals and gave me information on how I can reach my goals and I guess that I felt more confident like I can do this and this shouldn't limit me.

Beyoncé reinforced the MI-via-CALC context of forwarding action and deepening learning to create change (Kimsey-House, 2011). Through her coaching experience, Beyoncé discovered, "I was able to reflect on myself and dig deeper with my coach."

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

For sure I – I thought about it thoroughly and well for now I'm taking – 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 online courses were you can take free courses in college but you don't get a credit.

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

The process of "setting goals" and "envisioning the future" that emerged from the data entwined with the MI-via-CALC process of "designing the future" by "identifying goals" and "finding a compelling vision."

6.2.4.4 Category Four of Envisioning the Future: Thinking Creatively

By "thinking creatively," the fourth category of "envisioning the future," the participants were able to access their originality and imagination in "directing passion" to "getting it done." Through her rhetoric, Beyoncé conveyed "thinking creatively":

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 not just like feeding me information that I would be like "yeah that's who I am." 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 by Beyoncé as "finding fit." Beyoncé 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").

Veetee used a tool that she created for MI-via-CALC homework to encourage “thinking creatively” in directing her passion toward future goals.

I created a document – like a graphic – with my name in the middle and then words around it that reminded me of what I'm all about and what I love doing and what makes me so happy and like music and science and so I keep reminding myself of the things that signify myself.

Veetee used a creative visual to begin the process of “finding fit.”

The concept “envisioning the future” arose from the words of the participants and revealed a process that included “setting goals,” “seeking fulfillment,” “being flexible,” and “thinking creatively.”

6.3 Summary

The core process “getting it done” was accessed through the words of the participants and entwined all of the concepts that emerged from the study; that is, “empowering self,” “shoring up purpose,” “creating connections,” and “envisioning the future” formed an interplay of categories and subcategories that represented the process of “getting it done.”

The data collected from the participants interconnected with data gathered from my memos of inferences and crystallizations, the principles of MI-via-CALC, and extant literature. The latter is a feature of constructivist grounded theory studies; Charmaz advises to return to the “literature in your field and compare how and where your work fits in with it” (Charmaz, 2006, p. 516). I inserted fitting reference to literature in

substantiation of my results. Further elucidations of the findings are advanced in Chapter 7, which develops the substantive theory of this study.

Chapter 7

I look at myself as I look at them – not through some kind of “anthroscope.” I let them enter into my imagination. I don’t remove myself, I engage myself. We (the researchers) do record raw data, we filter and record through our selves. ... The only way to understand a person is with your whole self.

(Howard Stein, 1994, p. 149)

7 A Constructivist Grounded Theory of “Getting It Done”

The constructivist grounded theory methodology of this qualitative research study involved the use of multiple platforms of data collection in the refinement of concepts and the development of interrelationships among categories of information (Charmaz, 2006; Strauss and Corbin, 1990, 1998). This methodology was used as a means to develop a substantive theory that was grounded in the adolescent experience of MI-via-CALC. Substantive theory is an interpretation of a delimited phenomenon within a particular context (Charmaz, 2006, 2014; Corbin & Strauss, 2008; Strauss & Corbin, 1990, 1998). Moreover, a substantive theory “is most usual in a qualitative study ... and is local to [the] data” (Richards, 2009, p. 137). According to Creswell (2009), “the researcher derives a general, abstract theory of process, action, or interaction grounded in the views of participants in a study” (Cresswell, 2009, p. 229).

Unlike previous quantitative research that pursued the efficacy of MI-via-CALC as a

change mechanism for smoke cessation (Mantler, Irwin & Morrow, 2010; Mantler, Irwin & Morrow, 2012), adult obesity (Newnham-Kanas, et al., 2008; Newnham-Kanas, et al., 2011; Newnham-Kanas, et al., 2011), and physical activity (Gorczyński, Morrow & Irwin, 2008), this qualitative approach enabled me to probe the multiple realities that emanated from the adolescent experience of MI-via-CALC. The purpose of this research was to construct an abstract understanding of a phenomenon grounded in empirical data (Charmaz, 2006, 2014), specifically, the adolescent experience of change in the context of MI-via-CALC. The constructivist-interpretivist approach (see Section 3.2.3) allowed me to abstract meaning from a microcosmic group of adolescents to query what “went on” with them when they experience MI-via-CALC. I sought answers to the “who is involved,” “what’s happening,” “why are they thinking this,” “when is it happening” “how were they feeling” questions in order to construct a theoretical understanding and explanation of the phenomenon (Corbin & Strauss, 2008). My interest was not in apprehending reality through the analysis of specific at-risk behaviour change outcomes. Rather, I sought to uncover the participants’ interpretation of the change process through their MI-via-CALC experience. Further, I was interested in the discussion, description, and emotion elicited from experiencing a coaching relationship, and the process at play in the adolescent experience of MI-via-CALC. This study, then, delivers a constructivist grounded theory that is based on analysis and interpretation grounded in the narrative accounts of adolescents who experienced MI-via-CALC.

In this chapter, I related the findings from the concepts deliberated in the previous chapter to present a constructivist grounded theory about the adolescent experience of MI-via-CALC. The study’s discoveries were located within the spheres of “getting it

done,” explained in Chapter 6, and the elements of MI-via-CALC. The interconnection of the processes of “getting it done” and MI-via-CALC are discussed in Table 20 (see below).

7.1 Assembling a Constructivist Grounded Theory of the Adolescent Experience of MI-via-CALC

The zenith of this study is a constructivist grounded theory about the adolescent experience of MI-via-CALC. The interactions of concepts and categories that emerged from the participant responses revealed that the adolescent experience was multidimensional, dynamic, and complex. The power of this substantive theory resides in its convergence of concepts and categories with overarching contextual elements to promote understanding and explanation of the adolescent experience of MI-via-CALC. Presentation of the substantive theory begins with an explanation of its epicenter, the core category or process, “getting it done”.

7.2 Core Category Through Which Adolescents Experienced MI-via-CALC

Combining the concepts of this analysis uncovered “getting it done,” written in the vernacular of the adolescent participants, as the core category. The core category or process “explains the core variable, which in a grounded theory study is either the most important category or an interaction between several important categories” (Hylander, 2003, p. 273). The core process “getting it done” shows the interconnection between the concepts, categories, and subcategories of the study to explain the process of change shared by the participants. “Getting it done” functions as a phrase for the central psychosocial phenomenon experienced by adolescents; it is an iterative and enduring

transformative process. “Getting it done” 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 following sections, 7.3 and 7.4 advance an explanation of these processes vis-à-vis “getting it done,” and Section 7.5 and Figure 15 offer a presentation of the crystallized theory.

7.3 The Processes of “Getting It Done” and MI-via-CALC

The adolescent participants of this study shared similar contextual experiences through MI-via-CALC, and each expressed complete or measured value in the coaching experience. The processes of “getting it done” that were located in the responses of the participants interconnected with the processes of MI-via-CALC. Remarkably, 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 following table, Table 20, reveals the interconnection of the processes of “getting it done” and MI-via-CALC.

Table 20: Interconnection of Processes of “Getting It Done” and MI-via-CALC

“Getting it Done” concepts/processes	Categories and sub-categories (sub-processes)	Relationship of processes of “getting it done” to processes of MI-via-CALC
Empowering self	Positioning of power <ul style="list-style-type: none"> • Determining control • Accepting self Perceiving self-efficacy <ul style="list-style-type: none"> • Creating balance • Re-routing Defining values <ul style="list-style-type: none"> • Being present • Learning resolve Inviting others in <ul style="list-style-type: none"> • Seeing others • Minding other-views 	Balance <ul style="list-style-type: none"> • Making choices to create balance • Accepting dynamic state and fluidity of life • Reexamine decisions from a different point of view • Empowerment of choosing • Expanding thought through brainstorming • Commitment • Taking action outside of coaching sessions Naturally creative, resourceful and whole <ul style="list-style-type: none"> • Capable of learning and recovering • Resourceful and creative while being championed
Shoring up purpose	Heightening expectations of self <ul style="list-style-type: none"> • Speaking the truth • Being a leader Restraining impulsivity <ul style="list-style-type: none"> • Solving problems • Creating positive options 	Fulfillment <ul style="list-style-type: none"> • Deepening definition of valued life • Finding and experiencing a life of purpose and service • Movement to reaching full potential

	<p>Being unique</p> <ul style="list-style-type: none"> • Being courageous • Exploring ideas <p>Evaluating priorities</p> <ul style="list-style-type: none"> • Covering the angles • Clarifying goals 	<p>Focus on the whole person</p> <ul style="list-style-type: none"> • Living according to values or a calling or a power greater than oneself • Focusing on the all areas in life that includes the whole person
Creating connections	<p>Being recognized</p> <ul style="list-style-type: none"> • Perceiving value by others • Taking on tasks <p>Collaborating</p> <ul style="list-style-type: none"> • Being supported • Helping others <p>Feeling safe</p> <ul style="list-style-type: none"> • Being in a good place • Caring others <p>Removing the mask</p> <ul style="list-style-type: none"> • Being understood • Accepting self and others 	<p>Designing alliance (contexts)</p> <ul style="list-style-type: none"> • Listening • Intuition • Curiosity • Forward and deepening understanding • Self-management <p>Coaching power triangle</p> <ul style="list-style-type: none"> • Coaching relationship is powerful, energizing <p>Dance in the moment</p> <ul style="list-style-type: none"> • Collaborative; moving the action forward • Place of trust and vulnerability
Envisioning the future	<p>Setting goals</p> <ul style="list-style-type: none"> • Raising awareness • Defining plans <p>Fulfillment</p> <ul style="list-style-type: none"> • Being happy • Living with integrity <p>Flexibility</p> <ul style="list-style-type: none"> • Having options • Thinking outside the box 	<p>Process</p> <ul style="list-style-type: none"> • Ongoing and iterative • Allowing fuller life through deep awareness of all aspects of life <p>Evoking transformation</p> <ul style="list-style-type: none"> • Deeper awareness of expanded capacity to reach full potential • Setting goals, holding a vision of what is possible

	<p>Creative thinking</p> <ul style="list-style-type: none"> • Directing passion 	<ul style="list-style-type: none"> • Learning from one experience and applying to others
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The table above exemplifies the interconnection between the processes of “getting it done” and the processes of MI-via-CALC. Investigating and linking their properties revealed a congruency and interconnection of processes. The following discussion parses the processes of MI-via-CALC and the four main concepts of “getting it done” to describe their inherent connections. The subsections empowering self, shoring up purpose, creating connections and envisioning the future are used to present the analysis.

7.3.1 Empowering Self

The concept “empowering self” encapsulates the adolescent process of identity development. This process of refining sense of self involves sorting notions of self-acceptance and self-control, the views of others, personal values, and the perception of self-certainty and then testing those notions in a safe and stable environment. The MI-via-CALC model supported self-exploration through interaction. Significantly, Blumer (1967) emphasized the necessity of interaction for the occurrence of interpretation and action. This symbolic interaction perspective “recognizes the relativity of varied standpoints and takes into account the subjectivity of social actors as they engage in practical actions in the world” (Charmaz, 2014, p. 269). Symbolic interaction “examines the relationship between interpersonal interaction and the larger social structure” (Roschelle & Kaufman, 2004, p. 25). Through the process of “empowering self” during

MI-via-CALC, the adolescents were given the opportunity to expand their sense of self in the world.

When returning to the literature (Charmaz, 2014), I recognized the suitability of Erikson's fifth stage of human development (Erikson, 1963) to the analysis of this study. During the fifth stage, which involves the adolescent search for identity, answers to questions involving self-identity and future goals are realized. In a positive scenario, adolescents gain self-certainty to achieve; this notion, in turn, aligns with Bandura's self-efficacy mechanism (Bandura, 1982), the concept of growth mindset (Dweck, 2006), and intrinsic locus of control (Rotter, 1989). Erikson asserts that during this stage adolescents look to others for inspiration and development of socially fitting values and ideals. Consistent with this stage of development, the findings of this study revealed that the MI-via-CALC relationship fostered collaboration to create new ways of illuminating the "authentic person within" (Kimsey-House, et al., 2011, p.25). The adolescent participants were affirmative in their summation of the impact of their coaches on the process of self-discovery. The findings revealed that the coaching connection allowed for exploration of self-identity and creation of a dynamic and fluid future plan. As Beyoncé said, "I gained more confidence and I started to come up with ideas instead of stopping before the ideas."

During the process of "empowering self," the MI-via-CALC process buttressed the adolescent need for autonomy through collaboration and championing. The process of "inviting others in" was reliant on a positive, connected coach/coachee relationship. One of the three core principals of MI-via-CALC is life-balance, which is essential to quality of life. In balance coaching, the coachee moves from possibilities to action by

considering the perspective of others; this first step of balance coaching gives the coachee the ability to reexamine decisions from a different point of view. By “minding other views” and “seeing others” the participants allowed themselves to reflect on the views of trusted adults for inspiration and development of ideals (Erikson, 1963). This dynamic process of recognition, collaboration, and championing supported the development of self-empowerment to “getting it done.”

The adolescent participants’ grasp of “empowering self” depended on the empowerment of the coaching relationship to “getting it done” in the context of being-in-the world with others (in line with Heidegger, 1962). That is, “minding other-views” and “seeing others” connoted the interdependence and connectedness of the adolescents to the coaching relationship and to their social constructivism, or interaction with others (Crotty, 1998). Further, the subjective norm (Ajzen, 1988, 1991) aligns with “minding other-views” in that it is an influential determiner of introspection regarding the expectations of revered others. Through their responses, the adolescent participants confirmed their compliance with the expectations of their coach.

Further, recognition that the participants were “naturally creative, resourceful, and whole” (Kimsey-House, et al., 2011, p. 3) provided validation of their potential and added to their perception of self-efficacy. The affirmation by their coaches that they were capable of learning and developing resilience provided positive external reinforcement, which augmented the intrinsic motivation to “getting it done.” Conjoining this concept, Aronowitz (2005) found that adolescents developed resilience when they engaged in connected relationships with caring, competent adults who exemplified positive behaviour outcomes and set high expectations for the adolescent.

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). Through the process of “empowering self,” adolescents developed the ability to re-route negative propensities and heightened their perception of self-efficacy, which, in turn, is correlated to self-esteem and motivation within the literature (Miller & Rollnick, 2002; Jessor, 2001; Audrain-McGovern et al., 2010; Colby et al., 2005, 2012; Enea & Dafinoiu, 2009). Furthermore, being championed by a caring, committed adult enabled the adolescent participants to create balance in their thoughts and ideas; as a result, their resourcefulness, imagination, and originality came to the fore. This was substantiated by their responses to their experience of the MI-via-CALC process (see Chapter 6).

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 suggests that this “synergistic effect ... holds promise for improving engagement, personal responsibility, and intrinsic motivation” (Naar-King, 2011, p. 655). Through self-reflection, the participants gained confidence to establish their autonomy and identity (similar findings were made by Erikson, 1963). 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).

“Determining control” by autonomously choosing what was personally relevant and suitable placed the participants in a position of power. Appropriately, MI-via-CALC honours personal autonomy and acknowledges that the coachee is “whole.” This assumption affirms that the coachee, behaviourally speaking, is not wrong or broken, and does not need to be fixed; positive choices are within the coachee, and accessible through coaching. In the same fashion, the second step of balance coaching is choice, whereby the coachee becomes cognizant of the empowerment of choosing. “It is crucial that clients feel they are absolutely, unequivocally in charge of their choices” (Kimsey-House, 2011, p. 135). Participants of the study acknowledged and appreciated the verification and collaborative backing of their coach when they were deliberating choices. This finding aligns with Self Determination Theory (Ryan & Deci, 2000) in that the participants fulfilled the need to make personal choices (autonomy), increased self-confidence (competence), and felt connected to their coach (relatedness). By meeting these needs, the adolescents became intrinsically motivated, increased their self-esteem, and enhanced their feelings of self-empowerment. Through their responses, I extrapolated that the result of the MI-via-CALC process lead to an acceptance of self.

The findings of this study reflect the contention that the process of constructing self-identity is not linear; rather, it is dynamic, iterative, and changeable, depending on environmental factors, life experiences, and interpersonal considerations (Tsang, Hui, & Law, 2012). The third step of balance coaching, the co-active strategy, corroborates this contention. The co-active strategy involves expanding thought through brainstorming;

the coaching relationship cultivates creative development of ideas and possibilities that motivates action. Adolescent participants, by “defining values” (a category of the concept “empowering self”), enhanced self-empowerment and motivation to go beyond their usual boundaries to expand their possibilities. They spoke in their terms of personal growth and actualization, and were happy with the outcomes of brainstorming with their coach. Further, they were gratified by the results of trying new behaviours in response to their work with the coach.

“Learning resolve,” a subcategory of “defining values” 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 following quotation, from Beyoncé encapsulates this notion.

...it takes effort to do it and you're so used to your regular situations that like I had to actually force myself to do it but I recognized that it actually helped me a lot when I did because it was so good because it made me feel so good about myself.

The above quotation also addresses action, which is the fifth step of balance coaching. This step requires the coachee to take action outside of the coaching sessions, in everyday life. Action is the key to movement, growth, change, and motivation to continual progress. Action requires “being present” to increase resilience, reduce stress, manage apprehension, strengthen resolve, and feel empowered. As part of the process of MI-via-CALC, participants took action toward “getting it done” and expressed a greater sense of

self as a result. The participants linked “being present,” practicing mindfulness, taking “time-in” (Siegel, 2013) to heightened self-confidence to focus on “getting it done” between coaching sessions.

7.3.2 Shoring Up Purpose

The concept “shoring up purpose” addressed the adolescents’ search for meaning and compelling aspirations to positively contribute to the world. This quest for purpose was the focus of studies by such researchers as Damon et al. (2003), as outlined in Section 6.2.2. The adolescent participants, through the process of MI-via-CALC, experienced “heightening expectations of self.” The category “being unique” and the subcategories “exploring ideas” and “being courageous” interconnected with fulfillment, one of the three core MI-via-CALC principles. Just as “being unique” requires “being courageous,” so does fulfillment. Additionally, while “defining values” has been discussed in terms of its alignment with commitment (see Section 7.3.1), fulfillment also requires being true to one’s values. The interweaving of concepts, categories, and processes is exemplified here. The core principle of fulfillment “takes tremendous courage and commitment on the part of the client to really choose and keep choosing a course of fulfillment” (Kimsey-House et al., 2011, p. 117). Participants of the study expressed courage when describing their experience of MI-via-CALC. Specifically, making decisions that were true to their values, and clearly conveying their uniqueness, both elements of fulfillment in MI-via-CALC, required “being courageous.” The following quotation from Pink best articulates the aforementioned.

... choose to do what you want to do to make you feel whole and fulfilled and go for what you want to do ... you have to feel happy and fulfilled and like that you're making a difference I guess.

The following excerpt fortifies the above quotation. “Fulfillment is the state of fully expressing who we are and doing what is right for us” (Kimsey-House et al., 2011, p. 119). The participants who expressed interest in fulfilling personal potential and growth and less interest in fulfilling the expectations of others demonstrated self-actualization, the highest level in Maslow’s (1947) hierarchy of needs.

“Restraining impulsivity,” a category of “shoring up purpose,” and subcategories “solving problems” and “creating positive options” address the importance of inhibiting impulsivity that can result in motivation to justify inappropriate actions, or cognitive dissonance (Festinger, 1957). Further, impulsivity does not involve deliberation; therefore, it can lead to debilitating, dopamine-driven decisions (Siegel, 2013) that may lead to calamitous conclusions. Focusing on purpose, on the other hand, promotes thoughtful reflection about our actions, decisions, and self-awareness (Siegel, 2013). The participants, through their experience of MI-via-CALC, described the intrinsic value of “not doing something that brought bad.” Supporting this, the obligation of fulfillment coaching in MI-via-CALC is to highlight the way to a life that is purposeful, values-aligned, and free of regret.

The category “evaluating priorities” and subcategories “covering the angles” and “clarifying goals” encompassed the MI-via-CALC cornerstone “focus on the whole person.” At the center of this cornerstone is the awareness that goals and plans affect all

areas of the coachees' life. For example, a decision about post-secondary education is exciting to ideate, but it will ripple to family, finances, and lifestyle. When “clarifying goals” and “covering the angles,” participants discussed goals and explored ways in which their options may impact their future. By “evaluating priorities,” the participants recognized that it was necessary to “cover the angles” to realize their purpose. They confirmed the pragmatic steps that they were taking to work on “getting it done” while focusing on their full potential. This process of “getting it done” was realized through MI-via-CALC.

“Heightening expectations of self,” “speaking the truth,” and “being a leader” addressed fulfillment. The adolescent participants exemplified a growth mindset (Dweck, 2007) 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 (the “saboteur” concept in MI-via-CALC, Kimsey-House et al., 2011). Further, participants realized that they needed to be their own leader to motivate themselves to “getting it done.” The category “heightening expectations of self” also intermingled with the MI-via-CALC concept of the coachee's natural resourcefulness. The participants articulated their openness to personal possibilities. “I started noticing that my confidence went up and I didn't second guess myself ... I started to ... believe in myself and expect more of myself.”

7.3.3 Creating Connections

The concept “creating connections” is a significant mechanism to “getting it done.” Specifically, forming personal connections with their CPCC increased the adolescent participants’ self-esteem and promoted positive goal setting. In her 2005 study, Aronowitz suggested that an adult role model with whom adolescents could identify conveyed a sense of optimism regarding the future. This, she concluded, was due to the adult modeling a specific behaviour and monitoring the progress of adolescents in accomplishing their responsibilities. Correspondingly, in this study, the concept of the subjective norm (Ajzen, 1991) seemed powerful to participants; they experienced increased motivation to complete a task if they sensed that their coach supported and attached meaning to the task.

The coaching relationship in MI-via-CALC is undergirded by reciprocity and collaboration. Fittingly, when analyzing the data, the category “collaborating” emerged as integral to “creating connections.” Specifically, participants expressed “being supported” by their CPCC, and recognized the difference in the coaching relationship in comparison to their relationships with other professional adults. 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. The dance refers to the collaborative and active movement of MI-via-CALC. The co-active dance is not lead exclusively by the coach or coachee; the dance flows from one to the other, moves forward, and is based on trust. The participants

recognized and valued the dance. For example, Beyoncé stated, “I was able to like feel that she understood me but the coolest part was that I learned to understand myself ... I came to all conclusions ...” This quotation expresses the flow and the forward movement of the dance that was based on trust.

“Being supported” lead to participants’ deeper self-understanding or “mindsight” (Siegel, 2013) and a sense that their coach understood them. They articulated optimism for the future and heightened self-confidence. Related to this, Roth and Brooks-Gunn (2003) and Wolfe, Jaffe and Crooks (2006) emphasize the adolescent need for healthy adult relationships. Additionally, Siegel (2013) underscores the adolescent requisite to be safe, secure, soothed and seen by a caring adult in order to share ideas and aspirations. Effective, open communication, collaboration, and “designed alliance” (Kimsey-House et al., 2011) are vital to the coaching relationship. “Helping others,” a subcategory of “collaborating” indicated the adolescent participants’ empathy and awareness of others, and identified their insight into others and self-awareness of their place in the world. The awareness of me to we, or the “mindsight map of me” (Siegel, 2013) is essential to “creating connections.”

The category “being recognized” and subcategories “perceiving value by others” and “taking on tasks” addressed the adolescent participants’ need for authentic recognition of others to self. They articulated the connectedness that they shared with their coaches, and valued their support and recognition. A heightened perception of self-efficacy and increased motivation seemingly resulted in “flow,” the subjective state of deep engagement (Csikszentmihalyi, Rathunde, & Whalen, 1993) when “taking on tasks.”

Genuine championing by their coach enhanced the participants' self-empowerment and confidence to "getting it done."

"Being understood" and "accepting self and others" were subcategories of "removing the mask." Revealing their authentic self meant, "break[ing] down a lot of barriers"; this was made possible by "creating connections" with their coach. That is, adolescents of the study described their relationship with their coach as being enhanced by the coach "getting" them, or seeing their mind, an element of "mindsight" (Siegel, 2013). Further, the effective coaching environment fortified "perceiving value by others." Significantly, five of the seven adolescents noted that they felt respected and understood by their coaches; this was conveyed through the CPCC's listening skills, intuition, and curiosity focused on the participant. Also, participants described their coach as being patient, non-judgmental, and honest. They appreciated not being interrupted or cut short of making their point, which rarely occurred in most conversations with adults. Naar-King (2011) stressed the importance of empathy when coaching adolescents, because they reported a common lack of recognition and consideration from adults.

The category "feeling safe" and subcategories "being in a good place" and "caring others" corresponded with the essence of the MI-via-CALC relationship and augmented "creating connections." The participants confirmed that they felt safe and comfortable because of their close connection with their coaches. The mode of communication, specifically interacting in their naturalistic setting by telephone, was fitting to the adolescents.

Conversely, when the relationship between coach and coachee was thwarted, connections were weakened, and two participants did not feel that they were completely understood, seen, or heard. Effective, open communication, collaboration, and “designed alliance” were not fully recognized by the participants. The co-active coaching model relies on co-creation and collaboration by the coach and coachee. This requires speaking the truth; as such, the environment must convey non-judgment in order for candid communication to ensue. Unfortunately, the two adolescent participants did not tell the truth, and the acuity of the coach to see beyond the mask was indistinct. Kimsey-House et al. address this problem in the following quotation. “Withholding the truth serves neither the client nor the coaching relationship. A real relationship is not build on being nice; it's built on being real” (Kimsey-House et al., 2011, p. 19).

One barrier to coaching the adolescent sector that emerged from the data was the propensity to “wear the mask” when communicating with adults. This could be a due to lack of confidence or unwillingness to speak freely with an adult, which is a common obstacle to adolescent disclosure. On the other hand, the lack of connection between coach and coachee could have been caused by the breakdown of collaboration. One adolescent participant, for example, recognized that the coach, rather than holding her agenda, changed it; her construal was that the relationship ceased to be on equal footing. As a result, she did not sense a partnership, and fell into the role of submissive partaker of the coach expert’s itinerary. 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. “With adolescents, this may be a particularly salient

issue given the challenging of authority and attempts to establish autonomy that occur during this developmental stage” (Jackman, 2011, p. 7).

Related to the aforementioned, another barrier to coaching this age group that was revealed through the data was the predilection to recalcitrance. Unfortunately, this resistance is often the product of the basic human need for autonomy that heightens during adolescents (Deci & Ryan, 1985). Although one participant articulated negative feedback about the coaching experience (“the coach cheerleads you ... and then babysits you”), he did admit to improved grades and “getting it done” by adhering to deadlines for college application submission. His refusal to connect with his coach concurs with distancing behaviour (Keane, 2010) and an avoidant model of behaviour (Siegel, 2013). Inopportunately, the CPCC did not recognize the resistance because the adolescent wore a mask of acquiescence. From the coach’s vantage point, he was “getting it done.” From the adolescent perspective, the coach was inconsequential to his progress.

Careful consideration must be given to the mask-wearing adolescents who ably hide their truth and honesty to the detriment of their connectedness to others. Grotevant & Cooper (1998) link connectedness to a positive sense of identity and the formation of personal values. Further discussion of extrinsic motivation and intrinsic motivation is offered in Section 7.3.4, which follows.

7.3.4 Envisioning the Future

The concept “envisioning the future” aligns with “evoking transformation,” another cornerstone of MI-via-CALC. Inhelder and Piaget (1958) identify adolescence as the period during which the transition from concrete operational to formal operational

cognitive functioning occurs. During this stage of cognitive development, the adolescent, independent of concrete manipulation, becomes capable of abstract thought and higher order thinking. Inferential reasoning, the ability to draw conclusions from thought, metacognition, the ability to think about thinking and to monitor thought processes, and problem solving emerge during adolescent years (Piaget, 1970).

The categories “setting goals,” “fulfillment,” “flexibility” and “creative thinking” involve formal operational cognitive functioning. Further, successful “evoking transformations” also required abstract thought (holding a vision of what is possible), inferential reasoning (learning from one experience and applying it to another), metacognition (deeper awareness of expanded capacity to reach full potential), and problem solving (setting goals). Expectancy Value Theory (Fishbein & Ajzen, 1975) asserts that behaviour is a function of the expectancy to attain a goal and the value attached to the goal. This theory predicts that an individual will choose the behaviour with the greatest expectation of success and value. Expectancy Value Theory holds that people are goal-oriented. Adolescent participants described the positive experience of the two major coaching outcomes of forwarding action and deepening learning (Kimsey-House et al., 2011) to goal formation. They confirmed the positive and supportive role that their coach played in moving them toward the consideration of fulfilling life choices.

The participants of this study expressed “thinking outside the box,” or “thinking creatively” when “envisioning the future.” The feelings of optimism, self-efficacy, and a sense of calming resulted from “being flexible” during and following MI-via-CALC sessions. Through process coaching, the participants developed a hopeful disposition that fostered waypower and willpower (Snyder & Lopez, 1991) in “directing passion” and

“setting goals.” The co-active aspect of process coaching, whereby the method is approached by a non-judging coach “who listens to the patient’s point of view, conveys hope and optimism” (Flaherty, 2008, p. 122). “Envisioning the future” with the internal resources accessed through the MI-via-CALC process triggered an increase in the participants’ motivation and engagement of self-actualization.

Process coaching, the third core principle of MI-via-CALC, focuses on the internal experience of here and now; it spotlights “the experience of releasing energy for the work that matters most” (Kimsey-House et al., 2011, p. 148), which in the case of the participants, was “setting goals.” To authentically envision the future by “defining plans” for a chosen life, “raising awareness” of the sensation and emotion that results is essential. Process coaching brings the coachee to the present in order to access future possibilities and discover personal resources. The adolescent participants, although not aware of the steps of process coaching, described its progress. They elucidated the metaphorical journey that they took with their coach and confirmed their ability to “reflect on myself and dig deeper with my coach.” The participants described themselves as being tranquil and captivated by the process of self-actualization.

“Seeking fulfillment,” “being happy” and “living with integrity” awakened their vision of a rewarding life. The developing aptitude for higher order thinking improves during adolescence and correlates with enhanced self-efficacy perception (Weil et al., 2013). This evolving cognitive ability proved to be fascinating and novel to the participants of this study; they were engrossed with their ability to “figure me out.” The task of “envisioning the future” was stimulating and motivating; as a result, the participants expressed deeper self-realization.

Their capability for higher order and critical thinking, metacognition, brainstorming, forecasting, “thinking outside the box” increased their intrinsic motivation and confidence (Sax, 2007) to “envisioning the future.” The outcome of process coaching was “a movement forward ... more flow ... and less stuck and resistant” (Kimsey-House et al., 2011, p. 148) to “getting it done.”

7.4 Overarching Framework of “Getting It Done”

This research provides support that adolescent participants became motivated to “getting it done” through the process of MI-via-CALC. Significantly, and overarching this analysis, the participants’ psychological engagement to the process of “getting it done” was dependent on the presence of positive external reinforcement through a caring adult coupled with high intrinsic motivation.

7.4.1 Theoretical Support for Framework of the Model of Adolescent Motivation to “Getting It Done”

Ajzen’s Theory of Planned Behaviour (Ajzen, 1988, 1991) delineates the subjective norm as an individual’s perception of what others (parent, friend, mentor) important to the individual think about the individual’s planned behaviour. This influence is subjective; that is, the individual’s attitude toward perceptions of the expectations of others, the behaviour itself, and control of the behaviour determines intention to achieve. Further, when the attainment of goals offers a sense of mastery, self-motivation and self-efficacy result (Bandura & Schunk, 1981). People become interested in engaging in goal attainment when they experience a sense of satisfaction and pride; self-motivation is the

driving force. Direct reinforcement by others has a powerful impact on goal attainment, and more importantly, on the development of self-efficacy that equips a person for future initiative (Bandura, 1986).

Rotter's Social Learning Theory (1966) explains locus of control as the way in which an individual views his or her relationship to the environment. An individual's belief in what determines rewards or outcomes in life is dependent on an internal or external locus of control. An internal locus of control aligns with intrinsic motivation; that is, the individual believes that he or she controls the consequences of behaviour. By contrast, an external locus of control places the outside world as responsible for the consequences of an individual's behaviour. Further, Self Determination Theory (Ryan & Deci, 2000) asserts 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 data in this study supports the concept that a combination of high intrinsic motivation and a supportive relationship leads to an optimal framework for "getting it done."

7.4.2 Framework of the Model of Adolescent Motivation to "Getting It Done"

The data collected from participant responses revealed that a potential framework for "getting it done" was created when the participant who was not intrinsically motivated (low intrinsic motivation) to "getting it done" experienced encouragement from the CPCC (supportive relationship). Similarly, the intrinsically motivated participant who did not perceive coaching support (see Sections 5.11 and 6.2.3.3.1 for negative case example) generated a potential framework for "getting it done." The participant who lacked

intrinsic motivation and did not receive the coaching support had an unlikely framework or platform for “getting it done.” However, high intrinsic motivation and a supportive coaching relationship provided the optimal framework for “getting it done.” In that case, the participant’s personal “positioning of power” for “getting it done” placed the CPCC and the adolescent on equal footing; both people played an equivalent role in creating the optimal framework for change.

7.4.3 The Model of Adolescent Motivation to “Getting It Done”

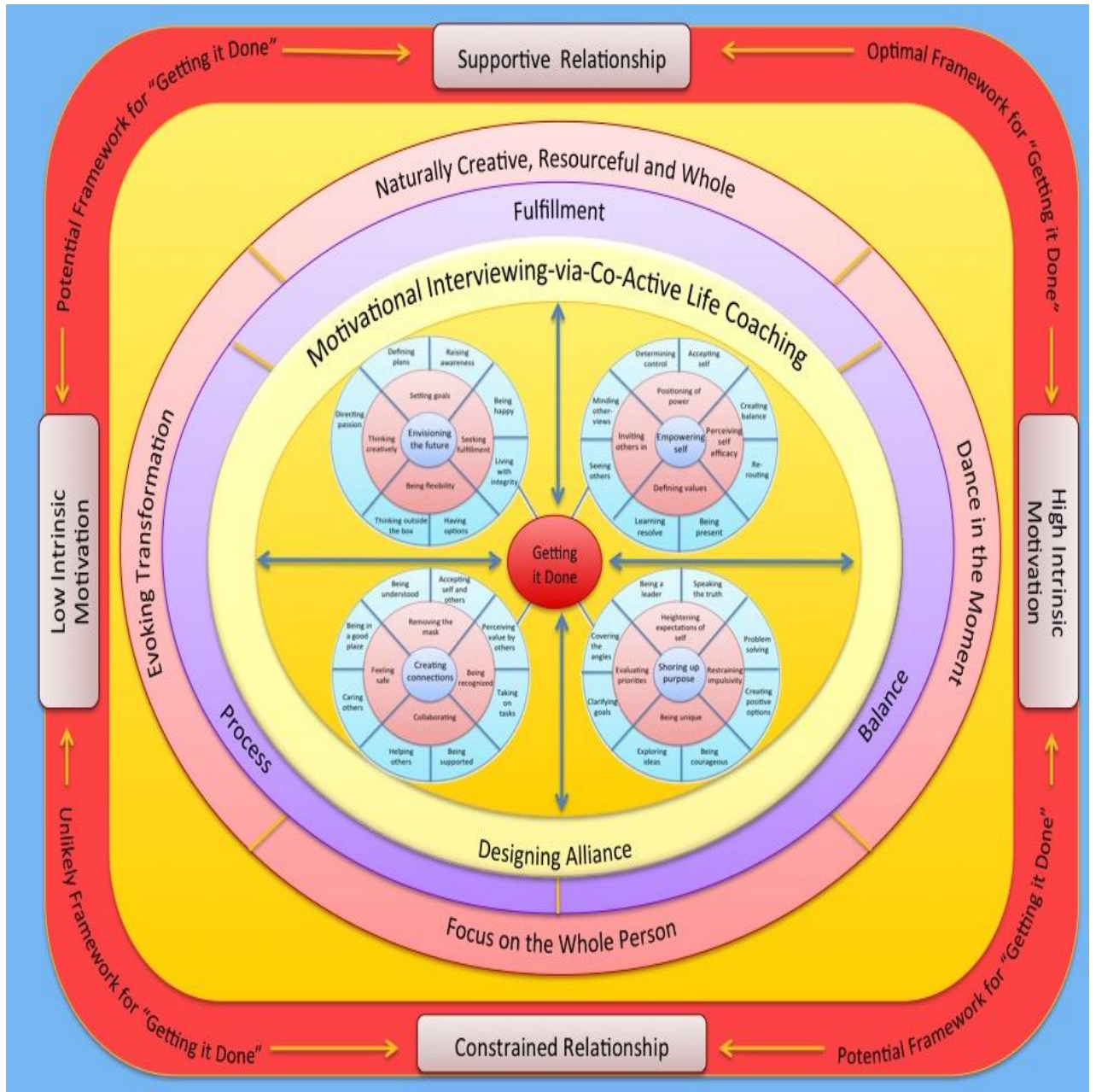
The Model of Adolescent Motivation to “Getting it Done,” Figure 15, offers a graphic depiction of the Grounded Theory of the Adolescent Experience of MI-via-CALC. The concepts, “empowering self,” “shoring up purpose,” “creating connections,” and “envisioning the future” represent the successful processes of “getting it done.” Arrows in the model show the interconnection between the concepts of “getting it done” with the elements of MI-via-CALC. The movement between and among concepts, categories, subcategories, and elements is dynamic and interactive; that is, the processes articulate with all of the components of the model.

These processes are iterative, interchangeable, stimulating, and co-active. Although the main concepts of “getting it done” have been linked to specific elements of MI-via-CALC, the relationship between concepts and elements is compatible. For example, “focus on the whole person” can be applied to any and all of the concepts that emerged from the data, and the categories and subcategories of the concepts relate to each other, to the core concept, and to the dynamic process of MI-via-CALC.

Overarching the entire model is the framework for “getting it done.” This framework is reinforced by the Theory of Planned Behaviour (Ajzen, 1988, 1991), Social Cognitive Theory (Bandura, 1989; Bandura and Schunk, 1981), Social Learning Theory (Rotter, 1966) and Self Determination Theory (Ryan & Deci, 2000). An explanation of this overarching framework was presented in Section 7.4.2 of this chapter. Worthy of reiteration is the importance of the promotion of intrinsic and extrinsic motivation that is accessed through collaborative and positive connections with a caring and responsible certified professional co-active life coach. This concerted coaching relationship is critical to the adolescent confidently and positively traversing the processes of “getting it done” and MI-via-CALC.

The framework for “getting it done” that emerged from the data includes supportive relationship/low intrinsic motivation = potential framework for “getting it done”; supportive relationship/high intrinsic motivation = optimal framework for “getting it done”; constrained relationship/low motivation = unlikely framework for “getting it done”; constrained relationship/high intrinsic motivation = potential framework for “getting it done.” Thus, this framework asserts that intrinsic and extrinsic motivation are related and synergistic; the co-active, collaborative, compelling relationship of coach and coachee is essential to the process of “getting it done” through MI-via-CALC.

Figure 15: The Model of Adolescent Motivation to “Getting It Done”



7.5 Constructivist Grounded Theory “Getting It Done”

A substantive theory “is local to [the] data, but that does not mean it's no use to anyone else ... it will encompass the larger picture and allow you to see the whole, not just the detail of the data” (Richards, 2009, p. 137). The substantive theory that follows is based on my analysis and interpretation of the adolescents’ description of how they experienced MI-via-CALC, what the experience meant to them, and why they attached significance to the processes of “getting it done” through MI-via-CALC. The processes included the ways in which the participants constructed their experience, and comprised “empowering self,” “shoring up purpose,” “creating connections,” and “envisioning the future.” The following substantive theory was constructed from the perspective of the adolescents about their experience of MI-via-CALC and developed through the methodology of constructivist grounded theory and the interpretation of the findings of this study. The resulting substantive theory is presented in the text box below.

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 sense 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.

7.6 Summary

My aim in this study was to develop a substantive theory, particular to the substance of the constructivist grounded theory data. The adolescents’ experience of MI-via-CALC involved psychosocial processes that were appropriate to their age and cognitive development. These psychosocial processes aligned with MI-via-CALC processes, and seemed to be fitting and fulfilling for the adolescent participants. This study reveals conceptualizations of personal development that addresses the depth and density of “getting it done” while engaging in MI-via-CALC. The substantive knowledge that developed from this study brings implications for health promotion, education, parenting, further research, and counselling.

The following concluding chapter presents the evaluation, implications, future directions and strengths and limitations of this study.

Chapter 8

Grounded theory involves taking comparisons from data and reaching up to construct abstractions and simultaneously reaching down to tie these abstractions to data. It means learning about the specific and the general – and seeing what is new in them – then exploring their links to larger issues or creating larger unrecognized issues in entirety. An imaginative interpretation sparks new views and leads other scholars to new vistas. Grounded theory methods can provide a route to see beyond the obvious and a path to reach imaginative interpretations.

(Kathy Charmaz, 2014, p. 323)

8 Conclusion

This final chapter presents an evaluation of the constructivist grounded theory study of the adolescent experience of MI-via-CALC, a discussion of the contribution of the resulting substantive theory, a recommendation for future direction in the research of adolescent motivation modalities, and an appraisal of the strengths and limitations of the study.

8.1 Criteria for Evaluating Constructivist Grounded Theory Studies

The goal of this research was to advance a valuable constructivist grounded theory study that is meaningful to participants and readers, and significantly contributes to the study of

method in adolescent motivation. I followed the recommendation of Charmaz (2006, 2014) in using four criteria for evaluating grounded theory studies – credibility, originality, resonance, and usefulness. Corbin and Strauss recommended Charmaz’s criteria as the most comprehensive because they address both the scientific and creative components of qualitative research (Corbin & Strauss, 2008). Moreover, the fundamentals of these criteria are located in the work of Corbin and Strauss (Corbin & Strauss, 2008; Strauss & Corbin, 1990, 1998).

Table 21 below addresses the criteria for this constructivist grounded theory study, and relates to Table 5 in Section 3.5; in addition, the table is important in the evaluation of the completed work (Charmaz, 2014).

Table 21: Quality Criteria for Evaluating the Constructivist Grounded Theory Study “Getting It Done”

Credibility:

- a. Has the researcher achieved intimate familiarity with the setting or topic?

During the initial stages of the research process, I researched literature pertaining to adolescent motivation change therapy. I wrote a literature review, and updated it regularly. I searched qualitative and quantitative studies of adolescent motivation and behaviour, and read, studied, explored and reviewed psychosocial processes and theories by Ajzen, Bandura, Fishbein, Inhelder and Piaget, Maslow, Rotter, Sax and others. I learned and applied the processes developed by Kimsey-House et al. and Miller and Rollnick that shape MI-via-CALC. Additionally, I studied the method

and practice of qualitative research and the grounded theory origins.

Specifically, I sifted through a wide variety of information on constructivist grounded theory and the philosophical renderings associated with this methodology. Further, I read books by Charmaz, Cresswell, Crabtree and Miller, Heidegger, Glaser, Corbin and Strauss. My careful study of relevant literature reached beyond the disciplinary boundaries of the study. My familiarity with the adolescent perspective, gleaned from decades of professional practice involving this age group, augmented my theoretical and methodological knowledge. Chapters 1, 2, 3 and 4 of this dissertation specifically highlight this information and the thesis as a whole includes discussion of setting and topic.

b. Is the range, number, and depth of observations contained in the data sufficient to merit the researchers claims?

The data consist of my memos, the verbatim transcripts from participant interviews, and extant literature. The in-depth interviews provided the rich and thick descriptions by the adolescent participants. Samples of this data are provided throughout Chapters 5 and 6 of this dissertation; this sample set was pertinent, scoping, and prolific. My analysis was based on the implicit actions and significance of the adolescent experience of MI-via-CALC and how meaning was constructed from these phenomena.

Additionally, a negative case analysis of the experiences of two participants was included in the study in order to consider all experiences and refine and review the findings.

- c. Has the researcher made systematic comparisons among observations and among categories?

Throughout the analysis of the data, I provided range and detail from the data to develop concepts, categories, and subcategories. Constant comparison of these elements were documented and discussed. Further, my analysis and interpretations were presented and compared with the data collection.

- d. Do the categories cover a wide range of empirical considerations?

The experiences of the study participants were well documented throughout the findings and discussion of the study, and the researcher-derived categories represented these subjective experiences. The categories were developed through constant comparison of the initial codes and member checking and co-construction with the participants. Member checking further reinforced the participant sense of being seen and heard not only by the CPCC, but also by the researcher. The participants' contributions to the process were confirmed through member checking.

- e. Does the researcher present strong logical links between the gathered data and analysis?

Throughout the data analysis, interconnection between concepts, categories, subcategories, theory, research, direct reference to the transcripts and my memos was clearly developed and described. Further, I presented the interconnectivity of the concepts and categories through the use of spherical representations that depicted the relationships and

communication of the elements. I included detailed tables, diagrams, and conceptual renderings of codes to categories. A model of the adolescent motivation to “getting it done” offered a graphic depiction of the process, and an audit trail of the evolving research process was well documented throughout the theory development. The data was arranged and presented in narrative logic that allowed transition from one example to another to best exemplify the interrelationship of categories. The data presentation culminated with the substantive theory statement.

- f. Has the researcher provided enough evidence to allow the reader to form an independent assessment, and agree with the claims?

The evidence put forth in the development and rendering of the substantive theory was copious and relevant. The perspective of the adolescents, their descriptions through direct quotations from verbatim transcripts were accessible to the reader. Further, the model of the theory presented in Chapter 7 and the developmental flow from one chapter to the next to show the conceptualization of the theory offered extensive substantiation for the reader.

Originality:

- a. Are the categories fresh? Do they offer new insights?

The core concept “getting it done” and the concepts, categories, and subcategories emerged from the inimitable articulation of the participants.

The categories were unique to the participants of this study, and conceptualized from the data collection. They encapsulated the essence of

the adolescent experience, and addressed the psychosocial processes of the phenomena. They offered insight, which was fully presented throughout the rendering of description and detail.

b. Does the analysis provide a new conceptual rendering of the data?

The analysis of the data provides a metamorphosis from transcripts of conversation to initial coding, axial coding, theoretical coding, conceptual formation of concepts, categories, subcategories, core category, to the substantive theory. From coded words to theory – that was the iterative analytical trajectory of the new conceptual rendering of the data.

c. What is the social and theoretical significance of this work?

The co-creation of a substantive theory about the adolescent experience of MI-via-CALC has social implications that extend from the individual to families, education and health care professionals, counsellors and others who interact with adolescents. The reader is informed of the processes that were experienced by the adolescents and the comparison of those processes with MI-via-CALC. This presents an attainable model that is accessible to those who live with, care about, treat, teach, and/or try to figure out adolescents. Theoretically, the substantive model of the adolescent experience of MI-via-CALC offers a psychosocial perspective of the processes that potentially lead to self-actualization, self-esteem, self-efficacy, and self-empowerment. This theoretical rendering is useful to the investigation of relatedness with adolescents.

d. How does the grounded theory challenge, extend, or refine current

ideas, concepts, and practices?

This constructivist grounded theory extends and refines the concepts and practices of communication, counselling, teaching, caring for and advising adolescents. The collaborative way of communicating through the methodology of MI-via-CALC challenges the idea of advising and counselling, and pushes past the barriers positioned by adolescents who do not sense external recognition for their natural creativity, resourcefulness and entirety. Highlighting the precepts and processes of MI-via-CALC that facilitate adolescent transformation may extend and augment current ideas and practices in coaching adolescents.

Resonance:

a. Do the categories portray the fullness of the studied experience?

Careful deliberation and consideration was given to the elements of this constructivist grounded theory; that is, the process from codes to categories involved grappling with ideas, setting an analytic course, defining and refining and re-defining concepts, categories and subcategories in the interest of capturing the fullness of the adolescent experience. The adolescent descriptions were rich and thick, and their prose was delightfully expressive. The conceptualizing of categories was thoroughly cogitated, and the resulting categories encapsulated the fullness of the adolescent experience of MI-via-CALC.

b. Does the grounded theory make sense to the participants? Does the analysis offer the participants deeper insights about their lives and

worlds?

The process and analysis were well received and appreciated by the adolescent participants; they were fascinated with the self-awareness that was advanced by the experience and process of “getting it done.” They gained insight into themselves, and themselves in relationships with others. They deepened their understanding of the workings of an authentic relationship and an authentic self. I verified my interpretations of data with a sample of participants; in doing so, I checked my analysis with the participants (member checking) to ensure consistency with their intended meaning.

Usefulness:

- a. Does the analysis offer interpretations that people can use in their everyday worlds?

The analysis of the data is relevant to the everyday world of the adolescent and of those in the world with the adolescent. Positive, collaborative relationships, effective communication, understanding who is behind the mask, inviting choice, growth, optimism, goal attainment, enhancement of self-esteem and self-efficacy, happiness, fulfillment; all of these analytic links can help our everyday world.

- b. Can the analysis spark further research in other substantive areas?

This research can spark further research; the answer to this question is addressed in Section 8.3 of this chapter.

- c. How does the work contribute to knowledge? How does it contribute

to making a better world?

The contributions of this research study are fully disclosed in Section 8.2 of this chapter.

8.2 Contributions of the Resulting Substantive Theory

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, in my estimation and as a result of this study, to provide a motivational intervention to enhance individual achievement, strengthen family bonds, and facilitate professional practice.

8.2.1 For the Individual

The aim of this research was realized in that it offers a deeper understanding of the subjective experience of adolescents to MI-via-CALC. The findings of the study, and the culminating substantive theory, elucidate the processes by which adolescents experienced enhancement of self-actualization and self-esteem, motivation, and the reinforcement of resilience. By creating connections with caring adults, adolescents experienced the benefits of positive extrinsic motivation that fortified intrinsic motivation to increase their efforts to explore and achieve their goals. The power in the method of MI-via-CALC is its core principle of collaborative and co-active partnership between coach and coachee.

The processes, principles and practices of MI-via-CALC can assist in the positive transformation of adolescents who are wrestling with conflicting associations with emotions, relationships, impulsivity, identity, and values. The personal, collaborative, supportive relationship with a caring adult provides a safe place from which to explore resolutions to individual struggles.

8.2.2 For the Family

The findings of this research have the potential to help parents and family members who are grappling with the adolescent entity. The intense changes that occur during this developmental period produce unpredictability that may distress family cohesion and obstruct relationships. The MI-via-CALC model, as a way of interacting with adolescents, may support parents and their adolescent in constructing positive communication channels that lead to openness, insight, and a shift toward understanding and acceptance. Insight into the adolescent worth-assessment of collaboration, empathy, understanding, and mind sight has the potential to facilitate parental resolve to create connections with their children.

Through MI-via-CALC, parents have access to a motivational model that might reconfigure family dynamics; that is, the movement from “do as I say” to “what do you say” may prove to be seismic, powerful, and transformative to the parent/adolescent relationship. A deeper, more resilient relationship may result from knowledge and practice of MI-via-CALC. Further, through the understanding of intrinsic motivation and a growth mindset, parents can encourage and advocate for their adolescent child,

supporting co-curricular activities, fostering autonomy, encouraging goal-setting, and facilitating a design for the future through collaboration discovery.

8.2.3 For Professional Practice

MI-via-CALC offers professional educators, health care practitioners, counsellors and social workers a motivational intervention for positive behaviour change in adolescents. This research submits that the MI-via-CALC method appeals to the adolescent desire for autonomy and self-actualization; also, the findings indicate that the processes of MI-via-CALC are relevant to educators and health care professionals in that they forward movement toward enhancing adolescent motivation and self-awareness.

The training program of MI-via-CALC is accessible to those who work with adolescents, and its core principles and skills may make a strong contribution to professional development. In fact, in a study of health care practitioners who attended a training workshop in MI-via-CALC (Wiley, Irwin, & Morrow, 2012), the participants described the method as being effective in increasing positive patient behaviour change, and decreasing patient resistance. This was attributed to the collaborative approach of the model. Additionally, the patient-centred approach decreased the stress level of the practitioners.

Further, this motivational change intervention is a worthwhile consideration for educators because of the potential for enhancement of communication skills, relationship building, theoretical backing, and accessible training tools. This research provides empirical evidence from which to evaluate personal practice and method of communicating with adolescent students. It offers a model for collaborative support and relationship building

for educators, along with opportunity to be introspective and reflective about their personal propensities and perceptions of “getting it done.” Awareness of the adolescent processes of “getting it done” through the experience of MI-via-CALC will enhance the educator’s practice and relevance to their profession.

8.3 Appraisal of Strengths and Limitations of the Study

8.3.1 Strengths

The main strength of this study was my adherence to the methodology of constructivist grounded theory and the implementation of guidelines explicated by Charmaz (2003, 2006, 2014). In order to remain grounded in the data, I used the constant comparative method to link the data that comprised opinions, experiences, and feelings of the participants. When sorting, grouping, and coding the data, I used constant comparison to gain a deeper understanding of the respondents and to ensure analytical rigour.

In observance of the approach of constructivist grounded theory, I created and maintained memos and referred to my recorded conceptualizations throughout the process. A free flow of ideas produced the concepts and categories that emerged from the comparison of participant responses. Further, I re-examined literature and considered *a priori* theory in the co-construction and reconstruction of data into a substantive theory. I ensured reciprocity between the participants and myself through member checking and addressing power imbalance to develop a substantive theory that reflected the adolescent experience of MI-via-CALC.

The findings and concluding theory of this study comprised a co-constructed interpretation of the participants' experiences. My rendering of the data supported my subjectivist position to present a constructivist-interpretivist perspective. This was appropriate to the constructivist grounded theory research design that recognizes the co-construction of meaning through my interaction and interpretation of the experiential significance of the MI-via-CALC process assigned by the participants.

Additionally, to my knowledge, this research was the first to query the adolescent experience of MI-via-CALC. One previous quantitative research study of this motivational intervention included a sample of adolescent participants from the ages of 12 to 14 years (see Section 2. Gorczyński, et al., 2008); however, no previous research has used the rigorous methodology of constructivist grounded theory to probe the 13 to 17 year old adolescent experience of MI-via-CALC.

8.3.2 Limitations

One limitation of the study pertains to the sample size; although qualitative studies involve small sample sizes, a study that is based on the responses of seven participants should be used as a starting point for further research. Secondly, and pertaining to the sample set, the participants were recruited from one parish in the northeast region of North America. Thirdly, the data was collected at the midpoint, at the end, and one month after the eight week MI-via-CALC protocol. Further research into the long-term resonance of the experience would be significant.

A fourth limitation relates to the responses of the participants. The timing of the interviews (at the midway, conclusion and one month after the MI-via-CALC sessions)

served to mitigate responses that may have been altered by mood or circumstances of a given day; still, there was no guarantee that the participants verbalized their legitimate experiences. At the same time, this notion further supports subjective relativism.

The fifth limitation points to my bias; however, epistemologically, constructivism denotes the subjective interrelationship between the researcher and her participants, and the co-construction of meaning that takes place during a constructivist grounded theory study. Nevertheless, throughout the research process, I was mindful of Charmaz's clarification, "Constructivists attempt to become aware of their presuppositions and to grapple with how they affect the research" (Charmaz, 2006, p. 131). To that end I continually member-checked my elucidations with the participants' intended meaning. Further, I practiced reflexivity throughout this research process in every effort to allay my bias.

8.4 Concluding Statement

This study contributes to the adolescent potential to set goals, reflect on values, enhance self-determination and self-efficacy, practice metacognition, and fulfill possibilities. The substantive theory provides access to the adolescent processes of "creating connections," "shoring up purpose," "empowering self," and "envisioning the future" to "getting it done" through the experience of MI-via-CALC. This study has determined the importance of a caring, conscientious, capable adult who not only sees the adolescent's potential, but also coaches the adolescent to envision life's possibilities. The findings provide meaningful information to health care professionals, educators, individual participants, and the community at large.

To exemplify the iterative nature of constructivist grounded theory research, I point to the “at-risk” element of the original title of this research. After reflecting on the connotation of the “at-risk adolescent,” I decided to drop the “at-risk” attachment. Doing so did not indicate a rejection of my inclusion criteria; rather, eliminating the “at-risk” label denoted an important transformation in my perspective of the participants. I felt that the connotation was negative; the participant was an adolescent – not an “at-risk adolescent.” I interpreted the “at-risk” label as incongruent with the MI-via-CALC cornerstone and assertion that people are “by their very nature creative, resourceful and whole” (Kimsey-House et al., 2011, p. 3). Consequently, the title of this research reflects this change. After all, the focus of this constructivist grounded theory was not on the adolescent’s “at-risk-ness” but on the adolescent as a unique, self-empowered, able, capable, creative and whole individual who was “getting it done.”

8.5 Recommendation for Future Direction in Research

The following recommendations for future research could potentially enhance the substantive theory that was conceptualized from this constructivist grounded theory 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
- Test the substantive theory with quantitative data for its empirical verification to determine its generalizability
- 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
- Develop coaching model specific to the adolescent stages of psychosocial and cognitive developmental
- Advance further hypotheses from negative cases
- Expand application of MI-via-CALC to a variety of practice settings such as guidance offices, rehabilitation programs, and community platforms
- Query parental experience of MI-via-CALC to enhance family relationships and resolve family disharmony
- Assess the outcomes of MI-via-CALC in promoting innovation in adolescents
- Increase MI-via-CALC application to multicultural settings and acculturation programs

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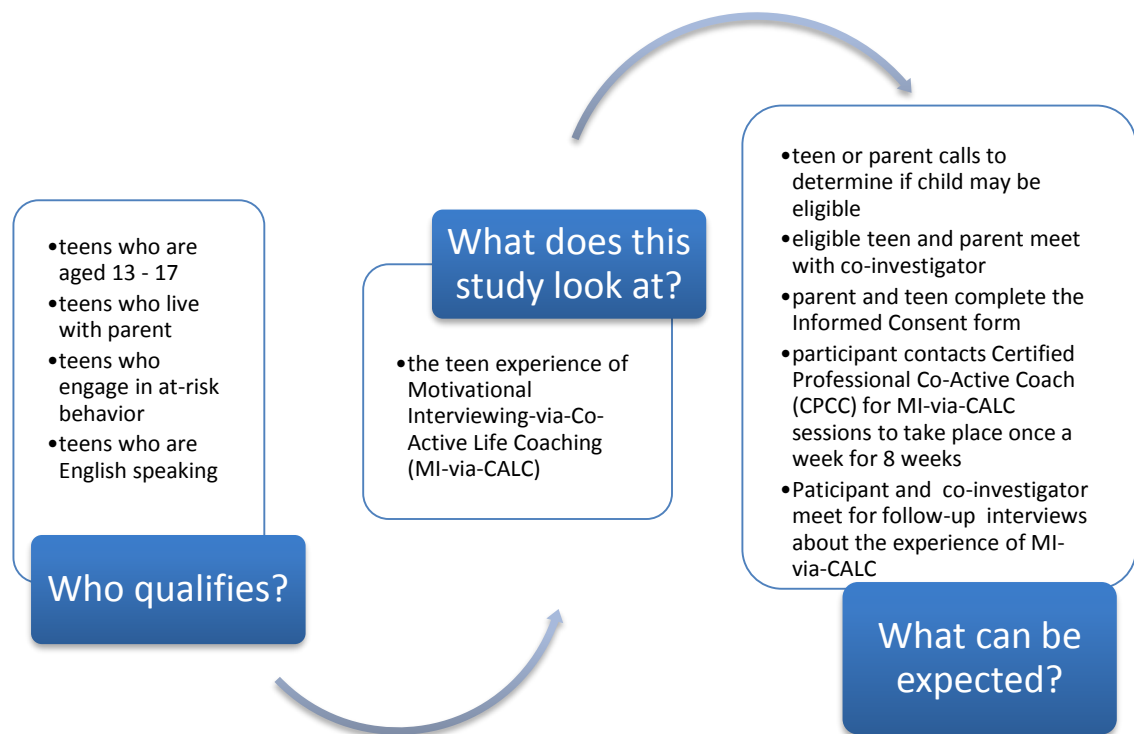
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Appendices

Appendix A: Teen Flyer

Are You Involved in At-Risk Behaviour?

A research study is being conducted to investigate what teens think about a motivational technique that may lead to positive behavior change.



For more information about this study please call XXX XXX XXXX or email
XXXXXXXXXX

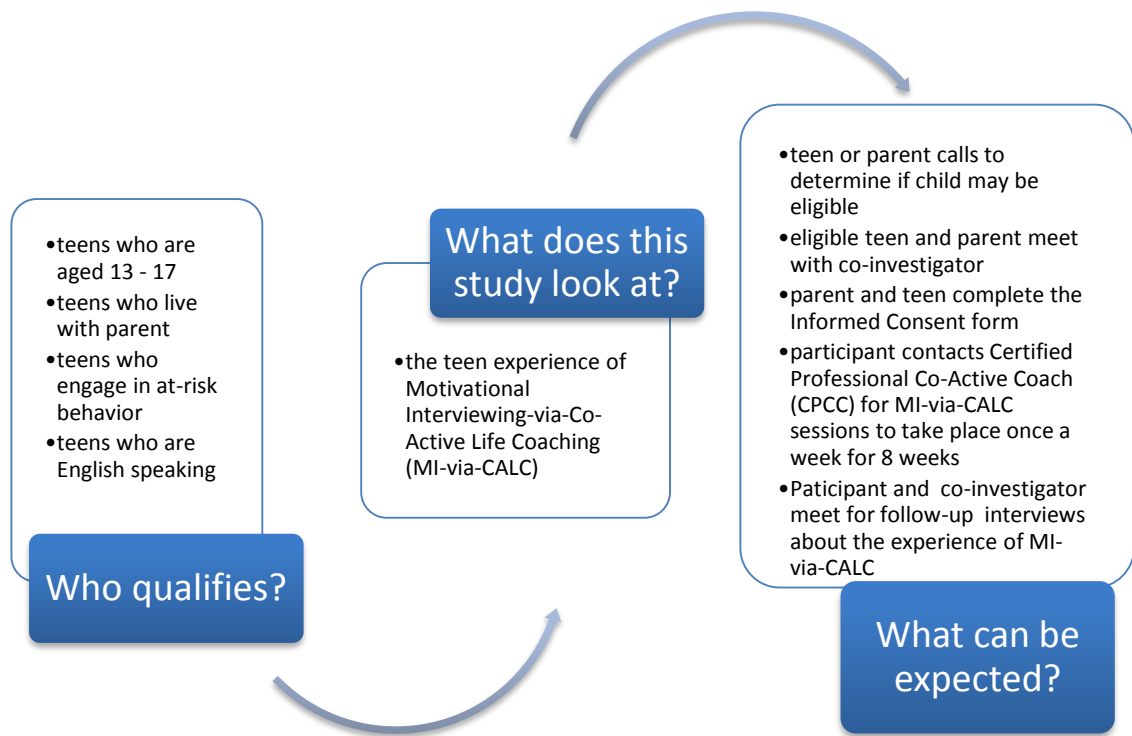
Primary Investigator: Dr. Don Morrow, Ph.D. Faculty of Health Sciences,
Western University

Co-Investigator: Elizabeth Hall, Ph.D. Candidate Faculty of Health Sciences,
Western University

Appendix B: Parent Flyer

Is Your Teen Involved in At-Risk Behaviour?

A research study is being conducted to investigate what teens think about a motivational technique that may lead to positive behavior change.



For more information about this study please call XXX XXX XXXX or email
XXXXXXXXXXXXXX

Primary Investigator: Dr. Don Morrow, Ph.D. Faculty of Health Sciences,
Western University

Co-Investigator: Elizabeth Hall, Ph.D. Candidate Faculty of Health Sciences,
Western University

Appendix C: Church Bulletin

RECRUITMENT OF AT-RISK TEENS

What do we do with our hard-to-live-with teens? We look for a strategy to motivate and engage them to goal fulfillment; that is, a potentially effective behavioral intervention suited to them. Motivational Interviewing through Co-active Life Coaching (MI-via-CALC) has shown promise as an intervention for promoting healthy lifestyle choices and enhancing self-acceptance and self-esteem in other age groups. Its method may appeal to the adolescent desire for autonomy and independence. To find out more information about a current study of the adolescent experience of MI-via-CALC on motivation to positive behavior change, please contact Elizabeth Hall at XXX XXX XXXX or email XXXXXXXX.

Appendix D: Letter of Information



Letter of Information

Project Title: The At-Risk Adolescent Experience of Co-Active Life Coaching on
Motivation to Positive Behaviour Change

Principal Investigator: Dr. Don Morrow, Health Sciences/Kinesiology, Western
University

Letter of Information

Invitation to Participate

You are being invited to take part in a study on a Motivational Coaching technique called Motivational Interview via Co-Active Coaching (MI-via-CALC). This study will investigate the effect that MI-via-CALC has on adolescent motivation. You have been invited to take part in this study because you engage in health risk behaviour (i.e. alcohol use, illegal drug use, driving while under the influence of drugs or alcohol, smoking, lack of commitment to expected social roles or acquisition of skills, which leads to diminished motivation. Your academic work habits do not mirror your academic competencies, your engagement in risk activity may be endangering your health and safety causing strain on your interpersonal relationships.

Purpose of the Letter

The purpose of this letter is to provide you with information required for you to make an informed decision regarding participation in this research.

Purpose of this Study

The purpose of this study is to investigate the at-risk adolescent experience of MI-via-CALC on motivation to positive behaviour change. The reason for this research is to find a way to increase motivation in at-risk adolescents.

Inclusion Criteria

For the purpose of this study, adolescents who engage in activity or behaviour that may result in a dangerous outcome or poor health consequence are considered at-risk. Examples of this are alcohol use, illegal drug use, driving while under the influence of drugs or alcohol, smoking, lack of commitment to expected social roles or acquisition of skills; therefore, at-risk adolescents are eligible to participate in this study. Additionally, participants must be English speaking, between the ages of 13 and 17 years at the onset of the study, and be willing to voluntarily engage in the eight coaching sessions and the three to four follow-up interviews required for this study.

Exclusion Criteria

Adolescents with cognitive impairments are not eligible to participate in this study, as the endeavour of this research is to establish the experience of MI-via-CALC with those who can fully comprehend the process.

Study Procedures

If you choose to take part in this study, you and a parent/guardian will meet with the investigator at a prearranged location. After your questions and possible concerns are addressed, a time will be arranged to contact by telephone a Certified Professional Co-active Coach (CPCC). The CPCC will detail your sessions, and explain that these sessions will take place on the telephone for approximately 30 to 45 minutes, once per week for eight weeks. These sessions will not be audio recorded, and will be held in confidence by the CPCC. If, at any time during the coaching sessions, you and/or a parent/guardian have concerns about the coaching, you may communicate with the investigator using the contact information printed below. After the midpoint of the co-active coaching sessions, you and the co-investigator will arrange times to engage in follow-up conversations about your experience of MI-via-CALC. All conversations will take place in private, and in a discreet manner. Three to four interviews will last for approximately one hour per session; the interviews will take place at the midpoint of the coaching experience, at the conclusion of the coaching sessions, and one month after the coaching experience concludes. Mandatory to this study, all interviews will be audio recorded, and the

data will be transcribed after the interview. It is anticipated that the entire task will take twelve weeks. Ten participants will be included in this study.

Possible Risks and Harms

There are some risks to this study; for example, lack of confidentiality is a risk, but diligence and attention to this by using identifiers that are not recognizable to others will keep this risk to a minimum. Further, personal issues that surface during this process may upset you. The CPCC or co-investigator will offer to end the session if you are distressed, and she or he will refer you to the Department of Children and Families (DCF). All referrals will require your consent.. Throughout this study, any comment about abuse or neglect will be reported to the appropriate social service. Outside of the realm of at-risk behaviour (i.e. alcohol use, illegal drug use, driving while under the influence of drugs or alcohol, smoking, lack of commitment to expected social roles or acquisition of skills), if a participant reports a legal or non-legal activity that may cause harm to self or others, including, but not restricted to, abuse or assault (i.e., physical, emotional, sexual), bullying, suicidal ideation, intent to cause bodily harm to self or others, will be reported to local police and/or the DCF.

Possible Benefits

Although it is not known if you will benefit from this study, the hope is that you will value the MI-via-CALC experience, and that you will experience enhancement in motivation and academic engagement. In addition, the anticipation is that this study will benefit other students who need assistance in boosting motivation.

Compensation

You will not be compensated for your participation in this research, nor will you be charged for taking part in this research study. However, if you wish to continue with MI-via-CALC sessions after the eight week protocol of this study, payment for and scheduling of further coaching sessions will be arranged by you and the CPCC, separate from this study, the university, and the investigators.

Voluntary Participation

Participation in this study is voluntary. You may refuse to participate, refuse to answer any questions or withdraw from the study at any time with no effect on your future.

Confidentiality

All data collected will remain confidential and accessible only to the investigators of this study. If the results are published, your name will not be used. If you choose to withdraw from this study, feedback and information that you provided prior to leaving may be included in the reports. While we will do our best to protect your information, there is no guarantee that we will be able to do so. The inclusion of your name and an assigned number may allow someone to link the data and identify you. Representatives of Western University NonMedical Research Ethics Board may contact you or require access to your study-related records to monitor the conduct of the research.

Contacts for Further Information

If you require any further information regarding this research project or your participation in the study, you may contact the co-investigator, Elizabeth Hall.

Contact information follows:

Email XXXXXXXX or telephone XXX XXX XXXX.

Publication

If the results of the study are published, your name will not be used. If you would like to receive a copy of any potential study results, please contact Elizabeth Hall as instructed above.

Consent

If you choose to participate in this study, you will be asked to sign an Informed Consent Form.

This letter is yours to keep for future reference.

Appendix E: Informed Consent Participant



Informed Consent Participant Signature Page

Project Title: The At-Risk Adolescent Experience of Motivational Interviewing via
Co-Active Life Coaching on Motivation to Positive Behaviour Change

Principal Investigator:

Dr. Don Morrow, Health Sciences/Kinesiology, Western University

Your signature indicates that you understand the process of this research study, that your rights were explained to you, that your questions were answered, and that you agree to take part. A copy of this form will be provided.

Participant's Name: _____

(please print)

Participant Signature and Date: _____

Co-Investigator Name: _____

(please print)

Co-Investigator Signature and Date: _____

Appendix F: Informed Consent Parent



Informed Consent Parent/Guardian Signature Page

Project Title: The At-Risk Adolescent Experience of Motivational Interviewing via Co-Active Life Coaching on Motivation to Positive Behaviour Change

Principal Investigator:

Dr. Don Morrow, Health Sciences/Kinesiology, Western University

Your signature indicates that you understand the process of this research study, that your rights were explained to you, that your questions were answered, and that you agree to take part. A copy of this form will be provided.

Parent/Guardian Name: _____

(please print)

Parent/Guardian Signature and Date: _____

Co-Investigator Name: _____

(please print)

Co-Investigator Signature and Date: _____

Appendix G: Western University Research Ethics Board Approval Notice



Research Ethics

Use of Human Participants - Ethics Approval Notice

Principal Investigator: Dr. Donald Morrow
 File Number: 103592
 Review Level: Full Board
 Protocol Title: The At-Risk Adolescent Experience of Co-Active Life Coaching on Motivation to Positive Behaviour Change
 Department & Institution: Health Sciences/Kinesiology/Western University
 Sponsor:
 Ethics Approval Date: April 03, 2014 Expiry Date: April 30, 2015

Documents Reviewed & Approved & Documents Received for Information:

Document Name	Comments	Version Date
Other	References included in this application	2013/02/19
Western University Protocol		2013/02/26
Other	Approval from pastor	2014/02/05
Other	Police VSC form to be submitted in person by volunteer coach.	2014/03/20
Recruitment Items	Coach recruitment email	2014/03/18
Other	Vulnerable Sector Check letter to be submitted by volunteer CPCC to police station.	2014/03/20
Response to Board Recommendations	Responses to fourth set of recommendations	2014/03/20
Response to Board Recommendations	Attachment 10: Changes to ROMED outlined	2014/01/29
Recruitment Items	Attachment 8: Parent flyer used for advertisement and recruitment	2014/01/28
Recruitment Items	Attachment 7: Teen flyer used for advertisement and recruitment	2014/01/28
Recruitment Items	Attachment 9: Bulletin submission to appear in weekly publication distributed to parishioners.	2014/01/28
Response to Board Recommendations	Responses to board requirements of February 7, 2014.	2014/02/24
Recruitment Items	Email for the purpose of recruiting CPCC's.	2014/02/20
Revised Caregiver Letter of Information & Consent	Attachment 1: Letter of Informed Consent	2013/04/28
Revised Letter of Information & Consent	Attachment 3: Letter of Information	2013/04/28
Other	Attachment 2: Informed Consent Signature and Date form	2013/04/28
Other	Attachment 6: ICF Code of Ethics	2013/04/28
Instruments	Attachment 5: Interview Guide	2013/04/28
Response to Board Recommendations	Attachment 4: Responses to Board and Administrative Requirements	2013/04/28

This is to notify you that The University of Western Ontario Research Ethics Board for Non-Medical Research Involving Human Subjects (NMREB) which is organized and operates according to the Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans and the applicable laws and regulations of Ontario has granted approval to the above named research study on the approval date noted above.

This approval shall remain valid until the expiry date noted above assuming timely and acceptable responses to the NMREB's periodic requests for surveillance and monitoring information.

Members of the NMREB who are named as investigators in research studies, or declare a conflict of interest, do not participate in discussions related to, nor vote on, such studies when they are presented to the NMREB.

The Chair of the NMREB is Dr. Riley Hinson. The NMREB is registered with the U.S. Department of Health & Human Services under the IRB registration number IRB 00000941.



Ethics Officer to Contact for Further Information

Grace Kelly (gkelly@uwo.ca)	Vikki Tran (vikki.tran@uwo.ca)	Mina Mekhal (mmekhal@uwo.ca)	Erika Baile (ebaile@uwo.ca)
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This is an official document. Please retain the original in your files.

Appendix H: Certified Professional Co-Active Coach Recruitment E-Mail

April 7, 2014

Dear Co-Active Life Coach,

My name is Elizabeth Hall and I am a doctoral candidate at Western University who is looking for Certified Professional Co-Active Coaches who are willing to coach for the purpose of a study that I am conducting with Dr. Don Morrow at Western. The study focuses on the at-risk adolescent experience of Motivational Interviewing-via-Co-Active Life Coaching on motivation to positive behaviour change. I will have ten participants in need of coaches as of late March to early April*. These participants will need to receive eight 30 – 45 minute coaching sessions, one session per week for 8 weeks. The participants will be 13 – 17 years of age, involved in risk behaviour that may result in a dangerous outcome or poor health consequences (for example: alcohol use, illegal drug use, driving under the influence of drugs or alcohol, smoking, lack of commitment to expected social roles.)

I am asking that you provide these sessions *pro bono*, in service of the health and welfare of this important segment of the population. We hope to demonstrate the potential power and impact of a professional coaching experience on this population group. Thus, we are

relying on your goodwill and your coaching expertise in volunteering to work with these adolescents.

Additionally, as is the case with most organizations that invite volunteers to work with individuals under the age of 18 years, it is necessary and important to the safety and comfort of these youth and their parents/caregivers that you consent to have a police check done before coaching the 13 – 17 year old participants. The process of the Police Records Check, links to the relevant downloadable form, and a letter requesting a vulnerable sector check will be provided if you agree to work with these adolescents. The police check is not an onerous process and one that can easily be completed in five to ten minutes at the police station in your jurisdiction.

After a brief, initial telephone conversation with you, my involvement in the coaching is limited to: 1) providing the name and telephone number of the participant(s) for coaching sessions (it is the student's responsibility to call you for each coaching session); and 2) I would require notification if a participant misses a coaching session. Otherwise, I have no involvement in the coaching sessions.

I am looking for a number of CPCC's to coach the ten study participants; we are hoping you might agree to coach one or two participants. If you are interested and/or would like more information, please feel free to contact me at XXX XXX XXXX or via e-mail at XXXXXXXX.

With appreciation,

Elizabeth Hall

**Appendix I: Vulnerable Sector Record Check E-Mail to Certified Professional Co-
Active Coach**

Dear (Name of CPCC),

I appreciate your generosity and willingness to take part in this study, and to offer your coaching skills to the participant. I am mailing you the Vulnerable Sector Record check form and a stamped, addressed envelope to be sent to the Police department. I have placed flags on the form, marking the section to be filled in by you. The Police Records department requires that you send \$15 with your application; this fee must be paid by certified cheque or money order, payable to the Police Service. I have included the \$15 cash for the VSR check payment with the application and the addressed, stamped envelope; respectfully, I am asking you to convert the cash to a certified cheque or money order payable to the Police Service. It can take up to three weeks for the VSR check to be returned, depending on volume of applications. The results of the VSR check must be procured before coaching commences. I greatly appreciate your attention to this request. Please let me know if you have any concerns.

I sincerely appreciate your willingness to take part in this worthwhile study, and I look forward to getting started.

With gratitude,

Elizabeth

Appendix J: Examples of Semi-Structured Interview Questions

The following research questions are designed to help the respondents to clarify their meanings and intentions, and to delve beneath the surface to elucidate concepts and explanations. Throughout this process, I promoted candid discussion by drawing on a natural curiosity and an inherent respect for the respondents of this study. The following sample of questions has been adapted from Charmaz's examples of interview questions (Charmaz, 2014, p. 66-67). The questions were not scripted, and were meant to facilitate as a guide for the open-ended questions that are suited to constructivist grounded theory studies. Further questions ensued as the interviews evolved.

Sample of Constructivist Grounded Theory Interview Questions

Tell me what happened when you initially spoke with your coach? Why did you agree to this study?

Describe your experience. What did you think when ...? How did you happen to ...?

How would you describe the person you were before you started the coaching process?

How have your thoughts and feelings about _____ changed since _____?

Describe the most important lessons you have learned through experiencing MI-via-CALC.

How was coaching helpful?

Tell me how your views of yourself have changed since you started MI-via-CALC.

How have you grown as a person?

After having this experience, what advice would you give to someone who may live a similar situation?

What else should I know in order to understand your experience?

Appendix K: Decision Matrix

ELEMENT	DESCRIPTION
Methodology	Constructivist Grounded Theory (K. Charmaz)
Topic	The experience of at-risk adolescents to motivational interviewing-via-coactive life coaching (MI-via-CALC)
Rationale	<p>Bombardment of social pressures, physical and biological changes, rigors of secondary education, and family expectations can contribute to feelings of incompetence and inadequacy in adolescents. It is important to investigate approaches such as the Motivational Interviewing-via-Co-Active Life Coaching (MI-via-CALC) model that may augment the possibility that adolescents will discontinue at-risk behaviour and come to enjoy a rewarding, vigorous life. The rationale of this study is to:</p> <ul style="list-style-type: none"> • Develop a theory grounded in the data that has been gathered and systematically analyzed through constant comparison, using the views of the participants • Study the process, actions and interactions of adolescents to MI-via-CALC • Generate a context specific theory • Present a constructivist grounded theory that is based on the research question • Develop a theory grounded in the data, using the views of the participants
Evolving Research Question	Initial: What is the adolescent perceived impact of the

	<p>MI-via-CALC experience to increased self-efficacy and positive behaviour change?</p> <p>Final: What is the adolescent experience of the process of MI-via-CALC as a motivational intervention for positive behaviour change?</p>
Literature Review	<p>Literature review was ongoing, and included research, articles, theory, and books; findings from search of research on motivational interviewing and adolescents and MI-via-CALC.</p> <p>The review was on-going as per Charmaz's recommendation to engage in constant comparison and iterative cycle of analyzing data; also, she advocates returning to extant literature to compare and verify conceptualizations of emerging process and meaning.</p>
Data Source	<p>Verbatim transcripts from primary data collected from seven participants of this study; memo writing; extant literature and theory.</p>
Data Management	<p>Audio recordings; use of pseudonyms; verbatim transcription; digital information and computer password protected.</p> <p>Data coded, sorted; colour coding applied to categories; binders; large sheets of paper to map iterative development of core category.</p>
Data Analysis	<p>Coding/codebook; Immersion/crystallization</p> <p>Informed by K. Charmaz: iterative spiral of data gathering and analysis.</p> <p>Also informed by Strauss and Corbin as per K. Charmaz.</p>
Interpretation of Data	<p>Open, line-by-line, axial, focused coding; constant comparison, sorting, memo writing, reflexivity, symbolic interactionism, theoretical sampling and coding to develop concepts, categories, subcategory and core</p>

	category.
Credibility of Findings	Theoretical sampling; reflexivity; constant comparison with <i>a priori</i> literature; member checking.
Presentation of Findings	Thick and rich description of process by which adolescents experienced MI-via-CALC as a motivational intervention. Use of figures and tables.
Rigour	Reflexivity through journal and memo writing Reference to words of participants – direct quotations Triangulation of method Audit trail Saturation
Ethical Issues	REB granted permission to study participants; anonymity was granted through use of pseudonyms and identifiers.
Value Added by Researcher	Prolonged engagement with data and constant comparison method produced core category, concepts and categories that lead to interesting findings regarding research question. I promoted my unique interpretation of the data.

Appendix L: Letter to Director and Superintendent

Dear Director/Superintendent (names were addressed)

My name is Elizabeth Hall; I am a doctoral candidate, studying Health and Rehabilitation Sciences, Health Promotion at Western University.

I am researching the experience of at-risk adolescents to Motivational Interviewing via Co-Active Life Coaching (MI-via-CALC) to positive behavior change, and I am asking for your help in the recruitment process.

This qualitative Constructivist Grounded Theory study:

Will involve 8 to 10 at-risk adolescents who engage in one or a combination of risk behaviors, including but not restricted to: alcohol use, drug use, driving while under the influence of drugs or alcohol, smoking, lack of commitment to expected social roles or acquisition of skills.

I would like to recruit 12 to 14 at-risk adolescents (to accommodate for attrition.) The extra participants will be told that they may be called to take part in the study, and if they are, they will be offered the full protocol.

The protocol:

If a potential participant chooses to take part in this study, s/he and a parent/guardian will be invited to contact me by telephone or email.

After questions and possible concerns are addressed, a time will be arranged to communicate with a Certified Professional Co-Active Coach (CPCC). The CPCC will detail the coaching sessions, and explain that these sessions will take place by telephone or computer (Skype, etc.) for approximately 45 minutes, once per week for eight weeks. The investigator will not know the conversations between the participant and the CPCC; these exchanges will not be included in the data. This is an investigation of the experience of the adolescent to MI-via-CALC.

At the midpoint of the coaching experience, at the conclusion of the coaching sessions, and one month after the coaching experience concludes, the participant and I will engage in follow-up conversations about the participant's experience of MI-via-CALC. All

conversations will take place in a discreet manner. The interviews will last for approximately 45 minutes per session.

All interviews will be audio recorded, and the data will be transcribed verbatim after each interview. It is anticipated that the entire process will take twelve weeks. Six to ten participants will be included in this study; removing identifiers and attaching a number to each participant will protect anonymity.

The Research Ethics Board (REB) of Western University is monitoring this study for strict adherence to all ethical considerations; further, a Primary Investigator (PI) who is a faculty member at Western University is supervising this study.

I am respectfully requesting that you relay a letter of information containing a description of the study (which I will email to you if you are interested) to at-risk adolescents who may wish to participate in this study. This letter of information is for the purpose of invitation only, free of coercion and bias.

It is incumbent on the prospective participants to contact me should they wish to take part in the study. The parents of adolescents will be informed of the study and its independence of the school and school board.

The adolescents who receive information about this study will not be identified to me unless they choose to contact me. Participants may withdraw from involvement at any time in the study.

All information collected during this study will be held in confidence, and your office will not be privy to the data collected, nor will the investigators of the study inform your office of the participants.

The findings of the study will be provided in writing to your office, and in the interest of anonymity, all identifiers and specific geographic location will be eliminated from the research findings.

The Research Ethics Board of Western University is monitoring this study for strict adherence to all ethical considerations.

I believe that the involvement of the participants in this constructivist grounded theory study has potentially significant personal benefit, and that valuable information may be

gleaned from the follow-up interviews with the participants regarding their experience of this process.

Thank you for your time and consideration to this request.

With gratitude,

Elizabeth Hall

PhD Candidate - ABD

Appendix M: Research Ethics Board Approval Process

Date	Action	Response
February 2013	Submitted REB application	Pending
April 2013	Met with REB to address concerns re. MI-via-CALC and Certified Professional Coactive Coaches (CPCC)	Board to review information and email response
May 3, 2013	REB email received	“Please obtain permission from the school board first, then further issues will be addressed.”
May 4 – June 29, 2013	Attempted to contact director of school board	Director unavailable until further notice
May 22, 2013	Contacted superintendent and provided documentation pertaining to the study protocol (Letter of Information, Informed Consent – available in Appendices D and E), role of the investigator and the CPCCs	Pending
June 3 – 25, 2013	Prompted superintendent’s office for decision	Pending

<p>June 29, 2013 (last day of school year – staff generally unavailable during summer months)</p>	<p>Decision received</p>	<p>Board representative was discomforted that CPCCs would have access to student telephone numbers without knowing the coaches. Also, the representative felt uneasy about the potential return for the coaches, implying that volunteering their time and expertise to the study could not be the only reason for their involvement. Further, privacy safeguards described in the application could not be guaranteed, despite the stringent requirements of the ethics board. Another barrier was the representative’s confusion about the principal investigator; why was another person named in the application if the study was indeed my doctoral project? The question was, why was I not the PI? Lastly, the fact that parent(s) or guardian(s) were required to meet with me and sign the Informed Consent form was of no consequence. In other words, the board representative was responsible for the student, not the parent/guardian. The recommendation by the board representative was to apply to a neighbouring school board.</p>
<p>September 12, 2013</p>	<p>Met with incumbent director to appeal decision</p>	<p>Documents to be reviewed and decision made in the next two weeks</p>
<p>September 27 – November 4, 2013</p>	<p>Prompted director’s office for decision</p>	<p>Pending</p>
<p>November 4, 2013</p>	<p>Decision received</p>	<p>Bring my proposal to other boards in the area. Previous decision stands – approval denied.</p>

November 7, 2013	Contacted REB to ask permission to contact other district school boards	Permission granted
November, 2013 – January, 2014	Met with directors of seven school boards; presented study protocol and documentation	Seven boards denied permission to recruit participants from schools; repeated message conveyed desire to avoid precarious situation with parents
January, 2014	Met with parish board members to discuss recruiting from parish	Pending permission from pastor
January 25, 2014	Met with pastor and discussed study and recruitment process; provided documentation	Permission granted to recruit from parish youth groups and speak at parent meetings, advertise in church bulletin and flyers (see Appendices A, B, and C).
January 28, 2014	Re-submitted REB application	Full board to review application changes on February 7, 2014
February 7, 2014	PI met with REB to discuss coaching protocol, CPCC training, etc.	Pending
March 7, 2014	REB recommendations and requirements received	Agreed to all recommendations including requirement that all CPCC's undergo Vulnerable Sector Records Check by are police headquarters
March 30, 2014	Re-submitted REB application	Pending
April 5, 2014	Received REB	Began recruiting CPCC's and

	approval to go forward with the study (see Appendix G)	participants
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Appendix N: Certified Professional Co-Active Coach Follow-Up

E-Mail

Dear _____,

I appreciate your willingness to take part in this study, and to so generously offer your coaching skills to the participant. I have included the \$15 cash for the VSR check payment with the application and the addressed envelope; respectfully, I am asking you to convert the cash to a certified cheque or money order payable to the Toronto Police Service. Please let me know if you have any concerns.

Thanks again,

Elizabeth

Month	Procedure	Result
March to November	<ul style="list-style-type: none"> • Submission to church bulletin • Electronic bulletin reached 2700 families • Paper bulleting distributed to all attendees of Sunday Mass 	<ul style="list-style-type: none"> • Two enquiries by telephone • One secured appointment • One promise for September (start of school year)
May	<ul style="list-style-type: none"> • Met with potential participant and parent • Discussed research protocol and informed consent form 	<ul style="list-style-type: none"> • 15 year old girl became first signed participant
May	<ul style="list-style-type: none"> • Met with parish counsel members and submitted flyers previously approved by pastor and REB • With counsel permission, posted flyers in all entrances and cork boards, including auditorium and gathering rooms 	<ul style="list-style-type: none"> • No further enquiries
June	<ul style="list-style-type: none"> • Met with youth ministry leaders and arranged to speak at meeting in September 	<ul style="list-style-type: none"> • No further enquiries
July and August	<ul style="list-style-type: none"> • Met with involved parishioners (musicians, 	<ul style="list-style-type: none"> • No further enquiries

	coaches) who might be aware of potential participants	
September	<ul style="list-style-type: none"> Spoke at parent night and sacrament preparation night 	<ul style="list-style-type: none"> Twelve families signed up for private information meeting to take place in their home
September and October	<ul style="list-style-type: none"> Met parent/potential participant for information meetings 	<ul style="list-style-type: none"> Six adolescents and parent signed Informed Consent form Three adolescents asked to be contacted in second term because of fall activities
January and February	<ul style="list-style-type: none"> Met with three potential participants 	<ul style="list-style-type: none"> Three adolescents and parent signed Informed Consent form

Curriculum Vitae

Name: Elizabeth Hall

**Post-secondary
Education and
Degrees:** University of Waterloo
Waterloo, Ontario, Canada
1975-1978 B.A.

The University of Toronto
Toronto, Ontario, Canada
1978-1979 B.Ed.

Lakehead University
Thunder Bay, Ontario, Canada
1997 Reading Specialist

University of New England
Biddeford, Maine, U.S.A.
1999-2000 M.S.Ed.

Western University
London, Ontario, Canada
2011-2016 Ph.D.

Professional Experience:

Educator: University Teaching Assistant, Department Head of Guidance and Student Support, Career Studies, and Cooperative Education. Teacher of English, Religious Education, Drama, Career Studies.

Western University	London ON 2012-2013
St. Thomas Aquinas CSS	London ON 1998-2013
Regina Mundi College CSS	London ON 1991-1994
Father J. Redmond CSS	Toronto ON 1986-1989
Michael Power CSS	Toronto ON 1980-1986
Business Co-Owner	
Education Services	1996 - present

Publication:

Hall, Elizabeth A. (2014). An integrative literature review of motivational interviewing and co-active life coaching as potential interventions for positive behaviour change in adolescents. *International Journal of Evidence Based Coaching and Mentoring*, 12(2) p. 75 – 90.