

Facilitating Internal Motivation: Impacts of the Life Code Matrix Model on Working Life

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Abstract

One of the key challenges of coaching is facilitating internal motivation in clients. The Life Code Matrix model (LCM) was designed to overcome this challenge. The research discussed in this paper aimed to evaluate the LCM process and its impact on the lives of working adults. Data suggested that LCM was effective in supporting internal motivation for the majority of research participants. The method can also improve worker confidence and capacity to learn and help develop positive work-place relationships. Finally, it may be useful to support work-place engagement.

Key Words: Internal motivation; work; transition; strengths; wellbeing; identity; engagement

Introduction

One of the challenges of coaching is to facilitate internal motivation in clients, in order to reduce the ongoing dependence of clients on the coach. If change is effective, coaching should provide a client with tools to continue to live at their best, beyond the life-time of the coaching relationship. The research discussed in this paper examined the effectiveness of the Life Code Matrix (LCM) method, developed by Cilla Sturt.¹ One of the reasons Sturt developed this model was to overcome the challenge of facilitating internal motivation in clients. The LCM method aims to help people develop a strong sense of their identity so they might understand what is best for them and be deliberate and feel confident about their decisions. The research project discussed in this article aimed to evaluate the LCM process and its impact on the lives of working adults. This paper discusses the results of this research to test whether or not LCM does indeed support internal motivation in clients.

Research Context – The Challenge of Facilitating Internal Motivation

A central challenge in contemporary coaching is to create the conditions that enable clients to make decisions and create goals that are effective and meaningful to them. This requires the ability to heighten coachee participation and involvement in the coaching process (Crabb, 2011; Spence & Oades, 2011). Facilitating this engagement can be necessary even when an individual has actively sought coaching. The process of contemplating change can be extremely challenging. During coaching it can result in feelings of ambivalence, as well as psychological and behavioural challenges that can impede the attainment of desired outcomes (Spence and Oades, 2011). Therefore, motivation and personal autonomy are critical issues. This is because, “positive and lasting results most likely

¹ At the time of this research, LCM™ had been conducted with over 500 clients.

occur when a client becomes actively engaged and personally invested in change” (Ryan et al., 2011 in Spence & Oades, 2011, p. 37).

Assisting an individual to overcome blocks and tap into their personal motivation can require a nuanced understanding of human motivation (Spence and Oades, 2011). For instance, Crabb (2011) argues that individuals often need help and insight to enable them to achieve an engaged state in the work environment (p.28). As a result, coaching approaches are increasingly therapeutic in nature and need a high level understanding of human psychology and the dynamics of the therapeutic relationship (Ives 2008).

The Life Code Matrix process was designed in order to overcome the challenge of supporting internal motivation in coaching. The developer of the LCM model, Cilla Sturt, has worked as a coach and counselor. In her coaching work she had observed that it was quite common for clients to lose motivation and positive connection with the goals they had set. As a result, the goals could sometimes seem more like “task masters” than something they truly desired. Once the client had achieved their goals, these did not necessarily deliver the joy and excitement that was previously anticipated. There was a disjuncture between the goals and what felt meaningful to that person.

After several years of coaching, Sturt began to pose the question: “how do you avoid the coaching sessions or the coach themselves from becoming the motivator, when really the motivation needs to come from inside the person?” As part of exploring the question of motivation, Sturt began to examine what she saw did tend to work during her coaching sessions. She found that if clients had “a clear sense of their identity” they tended to set more realistic goals, be more motivated to achieve them and be more satisfied once they were reached.²

Psychologists have conducted a good deal of research into motivation and some make a distinction between external and internal motivation. Oudeyer & Kaplan (2008) define internal and external motivation in terms of the source of the action. For example, an employee might do her work thoroughly in order to avoid the consequences her manager has in place if she doesn’t do it. In this case, the cause of action and motivation is external. However, on the other hand, it is possible that an employee does her work thoroughly because she believes that it will help her learn the skills to get the job of her dreams in the future. Or, on the other hand, it will help her save for a house for her family. In this case, the cause of action is internal and the individual is internally motivated.³

Coaching researchers are inherently interested in motivation (e.g. Bachkirova, 2004; Crabb, 2011; Johnson *et al.*, 2010; Mantler *et al.*, 2010; Spence & Oades, 2011), although they do not always make a clear distinction between internal and external motivation. Several coaching researchers identify links between motivation and identity (Bachkirova, 2004; Crabb, 2011; Johnson *et al.*, 2010; Mantler *et al.*, 2010; Pinkavova, 2010). Some of this research is focused on coaching in a work context. For example, Crabb (2011) analyses the factors that are necessary for an individual to achieve engagement and motivation in a work context including “the ability to be self-aware” (p.31). Johnson et al (2012) contend that certain forms of identity in the work context assist with motivation to achieve organisational goals. Identity has three components including a sense of the collective (i.e. the

² Sturt explained the genesis of LCM to the researcher in a series of phone conversations and emails.

³ Some psychologists go further and draw a distinction between intrinsic and extrinsic motivation defined by the kind of reward. For instance, someone may do a thorough job of a task at work because they gain intrinsic pleasure or reward from that task. On the other hand, they may do thorough job of that task in order to maintain their job and support their family. In this case, motivation is extrinsic to the task.

team), relational (i.e. partnership) and a personal sense of uniqueness where an individual will be motivated by things for themselves such as remuneration and achievement.

Coaching researchers conceptualise identity in a variety of ways. Definitions and conceptualizations of “identity” and “self” are contested within a variety of disciplines including psychology, philosophy and sociology. Some researchers conceptualize identity as separate from and to an extent independent of the external environment, while others view it as a situational and cultural construction. Sturt gives precedence in her LCM practice to the participant’s own *experience* of self. Philosophically, this is consistent with a phenomenological approach that privileges lived experience (van Manen, 1990). In the next section we briefly discuss the LCM method before turning to the research findings to assess whether it achieves Sturt’s goal.

What is Life Code Matrix?⁴

The LCM process takes place in two parts, over six hours. The first part of LCM uses a method of questioning designed to assist the client clarify the essence of their identity, in each of their six senses. In Sturt’s view, our sensory attractions remain fairly stable throughout life and are therefore a more reliable way to collect information about ourselves than our emotions. Participants describe this unique identity using words or phrases relating to each of their six senses. Sturt calls these words or phrases “vectors”. She chose the word “vector” because she was inspired by the way it was used in the fields of science and technology to describe “being on course” or “having direction”.

In developing the first part of the LCM method, Sturt was inspired by the poet Gerard Manly Hopkins (1844-1889) who was fascinated by the concept of “haecceity” and used it as a framework for his poetry. Hopkins derived this concept from John Duns Scotus (1265-1308) who was a scholar, philosopher and a Franciscan priest. Scotus was interested in the essence of a thing, that part that cannot be individuated, which must be “by itself a ‘this’”. He calls this essence, or mysterious factor the “individual difference”, which he later referred to using the Latin word “haecceity”, denoting the specific qualities, properties or characteristics of a thing. Haecceity therefore refers to a person or object’s “thisness” (Wolter, 1990, p. 111).

During the second part of LCM participants are asked to connect each vector to the other, in a meaningful, visual pattern to create a “visual ID”. By laying out their life, participants gain a sense of choice and control. They can rearrange the pattern of the vectors until all the pieces of their life connect together in such a way that they feel their life is as perfect as it can be at that present time. This part of LCM involves body work and draws on focusing, a technique developed by Eugene Gendlin, at the University of Chicago. Focusing is a way of getting in touch with issues that we carry in our bodies so that we can become *unstuck* from those issues. Gendlin was a student of Carl Rogers, the originator of Client Centred Therapy. He learned from him that when people are enabled to accept themselves, whatever condition that person is in, they are able to change. After acceptance takes place, change can then occur (Gendlin, 1993; Rogers, 1986).

The Study – Object and Method

The primary aim of this research was to measure the impact of the LCM method on the lives of working age adults experiencing transition. There were 15 participants chosen from those who applied to take part in this study, varying in age from 22 to 80. Criteria for inclusion in the study

⁴ Information in this section on the development and structure of LCM relies on explanations provided by Sturt, which include a book she has written (Sturt, 2007); the original LCM website (Sturt, 2009) and personal communications with the researcher including face to face conversations, phone conversations and emails.

were: that the participant was a good oral communicator; reliable; had access to their own transport; had the time to commit to the study (approx. 12 hours over 6-8 weeks); met with the research requirement for a gender and age mix; was going through a transition in their life; and had an interest in understanding themselves and how they fitted into the world around them. Names have been changed in this paper, for reasons of confidentiality.

The participants were interviewed twice: once before doing LCM and again, within six weeks of doing the process. Qualitative, narrative data provided a description of any specific ways that change had occurred since doing LCM. It has been argued that “narratological research, with its focus on meanings and the storied nature of human life, can be especially useful in discovery research on identity development and the experience of counseling and life transitions” (Hoshmond, 2005, p. 178). During in-depth discussion in the second interview, the researcher and the participant created the story of LCM for that person. Questions asked during the second interview can be summarized as the following: “Why did you want to do LCM?” “What transitions were occurring for you?” “What was your experience of LCM like?” “Has it helped you in your transition/s?” “Has it provided you with a greater sense of wellbeing in areas of your life (including work)?” “What kind of impact (if any) has it had on your life?” “Would you recommend it?” The in-depth interview was transcribed and coded. Initial coding took place against the open ended questions and the different areas of life. However, through careful reading the researcher also identified common narratives and key themes.

Research Results

In this section research results will be discussed to test whether LCM meets Sturt’s stated claim: that is, LCM helps people develop a clear sense of identity, facilitating internal motivation to change. The definition of internal motivation used in this paper follows the description by Oudeyer & Kaplan (2008) discussed above. What distinguishes internal from external motivation in this definition is the cause of action. Motivation is considered internal if an individual decides on their own goals and/or things that they want to change in their life and is personally motivated to achieve them.

A clearer sense of self

A key narrative that emerged through analysis of the data was a stronger or clearer sense of self than before LCM. Participants were describing their lived experience of LCM. This was the most common and compelling narrative, told in some way by thirteen out of fifteen participants. Many, if not most of the positive changes that occurred for participants as a result of LCM, appeared to flow from this clearer sense of self. Of the thirteen participants, some thought that this knowledge would definitely continue to be useful in the future and others said it would probably continue to be useful.

All participants believed that their visual ID was an accurate representation of who they were, or at least who they would like to be i.e. their best self. However, there were two people who did not describe a clearer or stronger sense of self as a result of doing LCM. The first did think that it was possible that LCM had given her some greater clarity about who she was immediately after doing the process, although she was not definite about this. She did feel that her visual ID represented who she was. However, she had difficulty relating to and drawing on this ID in her everyday life. As a result she did not feel that LCM had had any positive impact in her life (Alison). It should be noted that she had made some positive shifts in her life since doing LCM however.

Another participant made no comments or elusions to having gained a sense of clarity about himself as a result of having done LCM. He felt that his shape was an “image of what I’d like to be”

but did not feel that he had achieved this shape yet. He did feel that there had been significant positive changes in his life since doing LCM. While he did feel LCM had something to do with some of these changes, he was unsure about whether LCM was responsible for causing the majority of these changes (Jeremy).

Data was further analysed for the thirteen participants who felt that LCM gave them a much stronger sense of self. Two themes emerged. The first theme was that LCM helped participants attain a greater sense of satisfaction with who they were, including affirming their current direction. Several quotes below illustrate this sense of satisfaction:

I found that connecting ... [all the aspects of me] up and seeing myself as a whole was really empowering (Susan).

It reinforced for me that I am who I want to be and where I want to go ... It helps me to be more me (Agnes).

[LCM has given me the] freedom to just be who I am. I no longer need to hide behind anything or be anything for anybody else. [I am now free to be my] authentic self (Margaret).

We tend to try and fit into the world rather than have the world just take us as we are. You know? ... [LCM] makes you feel yes this is my stamp. This is me. Nobody else has got this. It's given me a stronger sense of myself (Michelle).

The second theme that emerged in accounts of the thirteen participants was that the stronger sense of self they experienced provided them with a reference against which to make decisions now and in the future. This was the most commonly mentioned value of the greater sense of self. For example, a young man in his forties recognized that his visual ID reflected the self he would like to be. His visual ID was an eye with lots of eye lashes representing many different aspects of his life including friends, hobbies, activities, interests etc. He recognized that his current life was probably too work focused and didn't reflect the fullness and busyness of his visual ID. If he wanted to improve his well-being he had to make changes to include more variety in his life so that it reflected more of his visual ID.

Several quotes below illustrate the ways participants believed LCM had helped them make decisions and set goals for the future:

[The LCM process] crystallized aspects of my life that I need to work on. It has given me more self-awareness. Helped me to become aware of what makes me tick, what motivates me (Mark).

What I love about [LCM...] is that it's about me. It's not about anyone else. It's given me a check-list which I can check new decisions against and new people against. It's about what's important to me (Do you have a sense of its future for you. How it may be helpful in the future?) Yes definitely. I mean I think it's to check stuff against in the future or when I'm feeling stuck, about going back and checking [with my visual ID] (Julie).

[My visual ID] will be useful at the very least for me to go back and look at it periodically...having that rope, having those guiding principles to help or assist in seeing

at that particular point of time what I need or don't or where things shifted for me and where I need to focus more on (Agnes).

LCM has made me aware of my strengths and increased my sense of self-worth. It's given me tools to identify what I need to increase my sense of well-being, which is hard if you don't really know who you are (Lizzie).

I think [LCM] ... is something that would affect me pretty much every day for the rest of my life. How could it not? I mean it. I think knowing your core foundations. It's the basis of everything and everything just goes up from there (Adrianna).

[LCM] helped identify things which I wanted to take into account in the future. So it was good from that perspective. I've got the life code glasses I can stick on to [help me] choose things and [help me] very easily and quickly eliminate other things (Nathan).

It is clear from these examples that LCM can help people develop a stronger sense of self and that people feel that this sense of self helps them make decisions now and possibly in the future. There was also a sense of liking themselves better.

Work-life

One of the areas the researcher specifically asked participants about was their work-life. Individuals in the study described a number of ways that LCM help them in their work-life including: greater contentment in their current work situation; better work skills; greater confidence at work; more creativity; a greater sense of career direction; an improvement in work relationships; an improvement in work-life balance. We examine three short two case-studies below where participants discuss tangible changes that they had been making, or thought might be possible since doing LCM. We also examine the source and the extent of motivation they are experiencing.

Julie (Senior Learning and Development Advisor)

Julie is a senior learning and development advisor who was not happy in her work place before doing LCM. She often thought about leaving her job. LCM helped her to understand herself better and she made subtle changes in how she related to her work, her colleagues and her manager, that felt more aligned with who she was. Six weeks after doing LCM she explained that “I hated my job six weeks ago, now I just dislike it”.

LCM gave Julie the tools to take responsibility for her own well-being and happiness at work. This is because she came to understand herself better. She explains that “[Prior to doing LCM] I was incredibly frustrated and I was stuck and I think I was waiting for someone else, my boss to show me the way to get out of that and actually I had to take responsibility for that” (Julie).

Before doing LCM, Julie was “struggling to understand” why she was “really frustrated and not happy” at work. However, because of her vectors and in particular “being me” and “belonging”, Julie came to understand what she needs in an organization. In the past her need to belong in her organization sometimes overrode her need to also be herself. Her organization was also quite hierarchical and fear driven, which she felt ran counter to her personality.

One of the “most powerful” things she has realized as a result of LCM is that “if I can't be me then actually it's not OK to be there”. She has subsequently found ways to manage her need to both belong and be herself. For example, in the past she found it difficult to be up-front with her manager.

Since doing LCM, “when I get time I am honest with my manager”. This new approach has improved her relationship with her manager and her work colleagues.

Julie has also felt more inspired and motivated since doing LCM in her training work: “I did a workshop last Saturday that felt like the old me was more back ... [The feed-back from this session was] quite amazing, so in that sense it’s quite nice” (Julie). It seems in knowing herself better, Julie was able to draw on her strengths and find new strategies to operate that were more effective and meaningful for her. She became more proactive about her own well-being at work and as a result of being able to express herself better, became more creative in her work tasks, which she found both surprising and enjoyable.

Margaret (self-employed counselor & public speaker)

Margaret is a self-employed counselor and public speaker. Prior to doing LCM she had been struggling with a sense of direction and faith in herself. She had never quite felt good enough. However, after doing LCM she realized, through one of her vectors, that this was not the case. This realization has motivated her to be more proactive about persevering with work related challenges. For example, she explained that “I am now supporting myself more in learning the technology, not giving up but finding a way through”. Margaret also feels that she is seeking and finding work in different and more effective ways since doing LCM. The difference for Margaret is that she now has a greater sense of her own value:

Now when I have something I need to do, I do it. I’m going to continue and persevere and give myself a big tick. And that tick reinforces I can do this, I’m enough. I don’t need somebody else.

She has found motivation from within. In the past Margaret “failed to look at the evidence” of her success: since LCM she is “recognizing and acknowledging” her achievements.

Nathan (Marketer, seeking full-time employment)

Nathan is currently looking for a full time job. He has never experienced a great level of satisfaction with any of his former working situations. However, LCM has made him “realize what needs to be present for work to be fulfilling and meaningful and also ... fun”.

LCM has been “really useful” to Nathan from “a clarification perspective”. He explains that “it’s very good for a framework to look at things through. In terms of is this going to work or not?” (Nathan). Certain jobs he had in the past he now “wouldn’t touch with a barge pole, because I know it’s completely not in my shape, my visual ID”. Nathan believes that this “will have a dramatic impact” in the future in terms of selecting the right job. It will be good for him and good for potential employers:

Sometimes because you want a job, you need a job; you ... let things go by which you normally would not let go by. And particularly after I’d done the LCM I came to the realization that hey, I cannot do that anymore (Mm) I’ve got to be true to my [visual ID]... so to speak. Otherwise it’s not going to work (Mm). They’re not going to benefit and I’m not going to benefit.

Nathan is aware that LCM could potentially have a very significant impact on his life. However, he did express some confusion or doubt over whether he will successfully integrate his shape into his life and reach the full potential LCM has for him. Nathan explains that “if I can cross

that bridge to taking it [LCM], pulling it into reality and having it become part of my day, then the potential impact on my life is huge". While Nathan feels motivated, he is still uncertain as to whether he will be able to live his strong sense of self out in everyday practice. He thought perhaps a mentor, if he could afford one, would help him achieve this goal.

In these examples, the source of action and motivation does appear to be internal. In other words, no-one else appears to have stimulated any particular changes, nor have external drivers such as others suggesting that one should change or sanctions in the work-place been the cause of motivation. These sorts of results were consistent with the accounts of thirteen of the fifteen participants.

Discussion

The results discussed above suggest that LCM can help people have a much clearer or stronger sense of self and this facilitates internal motivation. While this may not be the case for all participants, it was the case for 13 out of 15. In the first part of the paper we cited research into coaching that links motivation to identity (Bachkirova 2004; Crabb 2011; Johnson et al., 2010; Mantler et al., 2010; Pinkavova, 2010). How then does LCM differ from other methods? And, is it any more or less effective? We discuss two ways LCM differs from many other coaching and mentoring methods below.

How is LCM different to other methods?

To begin with, in coaching and mentoring, the self is often identified as an object that needs work over time. For example, Pinkavova (2010) argues that in workplace coaching "a sense of self, separate from the client's interpretation of and reactions to their experience, is needed so that the client can function effectively in our fast changing culture, which demands that we be self-directing both as learners and as workers" (p.14). A number of studies highlight the parallels between counseling and psychotherapy which relies on examining the self and working through of issues, often over a long period (Day et al., 2008; de Haan, 2008a, 2008b; de Haan et al., 2010).

In comparison to other approaches LCM does not require work on the self. Rather than wanting to change themselves, participants came to like and appreciate themselves more. Bachkirova (2004) has observed that encouraging people to identify where they need to improve during coaching can potentially alienate clients from the coaching process:

[Encouraging improvement] may not necessarily correspond to the overall view individuals have of themselves or of their self-improvement strategies. They, for example, may be quite accepting of themselves and see their set of personal characteristics as unique and valuable as it is (Bachkirova 2004: 29).

When individuals are encouraged by others to change themselves, motivation may be externally driven and can feel at odds with the ways the individual views their life or the changes they feel are necessary.

As a result of LCM the self becomes a mirror to help make decisions and set goals. Because participants came to know themselves better and identify their strengths, they could easily identify whether or not change was necessary in their lives. Change was internally motivated and did not engender a sense of struggle. This is interesting, because transition and change can often generate a sense of struggle (Bridges, 2004). Given the lack of confusion over their priorities, there did not

appear to be a resistance for participants to making any changes they felt were necessary. In understanding who they were, the participants seemed to know what was good for them. Therefore, proposed changes were experienced primarily as exciting, rather than fear inducing.

Another difference between LCM and other coaching and mentoring strategies is the relationship between the coach and coachee and the duration of the process. There are a number of studies that highlight the parallels between counseling and psychotherapy and therefore the highly skilled and sensitive nature of coaching (Day et al., 2008; de Haan, 2008a, 2008b; de Haan et al., 2010). Such research also highlights the long-term, trusting relationship that needs to develop in order for coaching to be effective. In this context it is often the relationship itself that becomes a fulcrum for movement forward, as is often the case in psychoanalysis and other therapy contexts. This kind of coaching process requires a good deal of experience on the part of the coach and knowledge gained through graduate qualifications in coaching, counseling or therapy.

The relationship between the coach and the client in LCM is quite different to an ongoing coaching, mentoring or counseling relationship. During LCM the coach is a facilitator that takes the person through a 6 hour process. While facilitators must have considerable personal aptitude, they do not need in depth coaching and counseling skills. Change and motivation is not dependent on the relationship between coach and coachee. Rather, the changes that people made in our study seemed to be independent of the facilitation process. At no time in the research did a participant suggest that they had made a change, let alone an important change in their life, as a result of a suggestion made by the facilitator.

Twelve out of fifteen participants said they did not need ongoing coaching once the LCM process was completed. However, three participants did feel that while not essential, some ongoing coaching might be useful. Following an LCM process a facilitator will invite the client to phone them to discuss any changes that have occurred. However, the facilitator will refer them to another professional if some form of ongoing support is required. Personal and business coaching, mentoring and counselling could therefore usefully compliment the LCM process.⁵

Potential of LCM for supporting people's work lives

In the results section we discussed ways that LCM helped people in their work. Given the data and the discussion above it is useful to consider the potential of LCM to support people's work lives. One of the ways that internal motivation often gets translated in the work context in research and management or practitioner literature is in terms of engagement. Crabb (2011) conducted a detailed thematic analysis of practitioner and academic literature to identify the ways that individuals can achieve a mindset and attitude for engagement. As a result, Crabb identified three drivers of internal engagement: focusing strengths; managing emotions and aligning purpose. Crabb's research findings, if accurate, suggest ways that LCM may be useful in the work context.

Research data suggests that LCM is effective at enabling people to identify their strengths and therefore the unique ways that they contribute to an organization. For example, in the case studies we have included Julie was able to tap into her creative self and train staff more effectively. In terms of managing emotions, Crabb refers to "the ability to be self-aware, acknowledge and understand our own thoughts and feelings...and [not] be distracted by negative or irrelevant thoughts" (p.31). The

⁵ In the course of discussion and without specifically being asked, eight out of the fifteen participants mentioned that they found LCM complementary or superior to other coaching or counseling approaches.

results of this study suggest that people who have done LCM can become quite focused in their tasks, less negative about difficult work-tasks and more skilled and attuned in managing work based relationships.

Aligning purpose refers to the “shared values between the employee and the organization” (Crabb, 2011, p. 32). This alignment can result in “personal feelings of success, organizational commitment, self-confidence and ethical behavior” (p.32). It was interesting that almost all the participants in the LCM study experienced a greater alignment and contentment with their current work situation. Knowing themselves better allowed them to find a better fit at work or (for those currently unemployed), would help them find a good fit when they were job seeking in the future. LCM could therefore possibly be used by an organization to help engage and motivate certain workers. This might be most appropriate for companies seeking to recognize staff individuality and support a holistic sense of well-being.

Limits of Research Data

The research data was collected in interviews within six weeks of participants completing LCM and so captures the short-term impact of LCM. Thirteen out of fifteen participants believed the LCM would probably, or definitely, continue to be useful to them in the future. Many participants believed that the impact level would increase in the coming months, seeing clear potential for improvement in a particular area of life. Nine out of fifteen participants specifically commented on the potential for a greater impact in the future, but this research does not capture such data. It would therefore be useful to conduct a follow up study on the individuals in this research. This research was also conducted on a limited sample. It would be useful to conduct research in the future for greater numbers and include an analysis of a cohort in a work place undergoing change or where management want to see improvement in engagement, personal relationships or other issues that impact performance.

Conclusion

We can conclude that LCM generally appears to be an effective method at facilitating internal motivation. LCM can enhance wellbeing and helps people come to know and like themselves more. It has the potential as a complement to other forms of coaching. LCM can improve worker confidence and capacity to learn and help develop positive work-place relationships. It may also be useful as a process for some managers to support workers achieve engagement.

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