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# Finding Flourishing: The Well-being Discovery Framework

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## **Abstract**

Well-being is a significant focus of positive psychology research, yet there is no framework to determine *how* an individual discovers what aspects of well-being support their individual flourishing across psychological constructs. This capstone project proposes an active and proactive well-being discovery framework (WBDF) for any individual who is seeking a life of flourishing. The WBDF gathers topics across the field of psychology to provide steps to help individuals reach well-being goals, as well as targeted mindsets, opportunities for measurement, and guidelines for the role of a coach. The six mindsets were chosen to increase effectiveness and include research on the topics of hope, growth mindset, curiosity, self-efficacy, self-determination, and play. The widely used and validated measures of well-being proposed provide an avenue for gauging growth. The WBDF coach role described highlights the significance of collaboration and support in goal achievement and dictates the important factors involved when selecting a coach. This framework is informed by research, though empirical testing is essential for future development.

## **Keywords**

Positive Psychology, Capstone, Well-being, Framework, Coach, Goal setting, Play, Hope, Growth mindset, Curiosity, Self-efficacy, Self-determination

Finding Flourishing: The Well-being Discovery Framework

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University of Pennsylvania

A Capstone Project Submitted

In Partial Fulfillment of the Requirements for the Degree of

Master of Applied Positive Psychology

Advisor: Henry Edwards

August 1, 2019

Finding Flourishing: The Well-being Discovery Framework  
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### Abstract

Well-being is a significant focus of positive psychology research, yet there is no framework to determine *how* an individual discovers what aspects of well-being support their individual flourishing across psychological constructs. This capstone project proposes an active and proactive well-being discovery framework (WBDF) for any individual who is seeking a life of flourishing. The WBDF gathers topics across the field of psychology to provide steps to help individuals reach well-being goals, as well as targeted mindsets, opportunities for measurement, and guidelines for the role of a coach. The six mindsets were chosen to increase effectiveness and include research on the topics of hope, growth mindset, curiosity, self-efficacy, self-determination, and play. The widely used and validated measures of well-being proposed provide an avenue for gauging growth. The WBDF coach role described highlights the significance of collaboration and support in goal achievement and dictates the important factors involved when selecting a coach. This framework is informed by research, though empirical testing is essential for future development.

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### **My Introduction**

Personal experience inspired the framework presented in this capstone. From an early age, I harbored a deep interest in psychological knowledge of the self, but it was not until I was diagnosed with an autoimmune disease that I established my passion for well-being and took an active role in my own health. At age 24, I was diagnosed with a complicated form of Lyme disease, which effectively turned my life upside down. Before this chronic autoimmune illness, I was a vibrant and hard-working young woman. Suddenly, I was bedridden with fatigue and panic attacks with little idea of how to recover. Illness became my identity. After struggling to find my footing in a new world of illness, I systematically (and proactively) developed an approach to redefine my new normal and bring myself back to health. Fueled by the desire to help others, my arduous and successful recovery is what inspired me to apply for the Masters of Applied Positive Psychology. This program highlighted for me that scientific research supported my approach and expanded it beyond what I could have imagined. With empirical support from the field of psychology and neuroscience, I developed what I term the Well-being Discovery Framework (WBDF). I introduce the WBDF as an active and proactive approach – born from my experience of initially taking a passive role in my well-being and contending with the consequences.

### **Introduction**

This paper introduces the Well-being Discovery Framework (WBDF). The WBDF is an active and ideally proactive approach for individuals to determine what promotes flourishing. Or in less formal terms, embarking on a knowledge-gathering pursuit to know oneself well enough to understand what makes one flourish. Tragedy or loss often forces people to seek well-being (Vessey & Howard, 1993), but misfortune need not be the only catalyst to seek out knowledge (Clark, 1993a) of individual well-being (Diener et al., 2017).

The WBDF promotes flourishing according to individual values and needs. For example, a person will find it difficult to build a meaningful career unless they know what type of work provides meaning. Or, how can individuals know that running marathons get them in a state of flow (Csikszentmihalyi, 1990) unless they first determine that they enjoy running? Of course, some aspects of well-being knowledge materialize by chance, through conversations with mentors, parents, or others who have valuable insight. Other pieces of well-being knowledge are uncovered and molded through years of effort, and the WBDF will aim to incorporate both approaches.

This capstone begins with a description of what positive psychology is and how it supports an active and proactive approach towards building well-being. It will outline and define the steps of the WBDF, present supportive mindsets, and explain the valuable role a coach can play. It will close with appropriate measurements for the individual undergoing the WBDF to track growth as well as next steps for future research.

Understanding that each person's needs for well-being are different and unique, the WBDF approach serves to provide a framework instead of a tailored solution. By embarking on the WBDF, an individual can seek well-being actively and feel in control. Without seeking out well-being activities that support mental health, people can feel numb (Seligman, 2010) and with the tremendous amount of material (internet, books, science, self-help) loaded with conflicting information, it is easy for individuals to feel lost and helpless as they grapple for balance and support (Seligman & Csikszentmihalyi, 2000). Positive Psychology, introduced in a section below, provides a scientific viewpoint on a proactive approach to well-being and is a significant influence on the WBDF.



### **My Journey**

Being diagnosed with Lyme disease initiated my personalized well-being research. While Lyme can cause symptoms ranging from extreme fatigue to neurological problems and severe physical pain, there is no agreed upon medical solution for chronic or persistent Lyme disease (Feder et al., 2007). For many people suffering from Lyme disease, as was the case for me, the standard protocols to regain health failed. As a solution, my doctor recommended I seek to get as healthy as possible and let my body fight the illness on its own (C. Gant, personal communication, April 9, 2015). With that, the burden of my health was shifted to me, a daunting challenge compared to simply entrusting the medical community. In hindsight, I have never been so grateful for a prescription. It was the remedy that transformed my view on health and made me an active driver of my own well-being.

Initially, I fumbled in the dark grasping for solutions and eventually came out the other side. After a long-fought battle, I can firmly say that I no longer have chronic Lyme disease. This health battle sparked my deep interest in the physical, spiritual, and psychological well-being of humanity which led me to pursue a master's degree in positive psychology. My journey will be different from someone else's journey, and that's why the WBDF is a framework and not a prescription. I took what I learned in my personal discovery approach and combined it with the leading science in the field of psychology to create a framework to help others navigate the world of well-being from whatever well-being position they are coming from. I hope it is helpful.

### **Positive Psychology**

Positive psychology is the scientific study of what is best about humanity and how to foster it (Peterson, 2006). Martin Seligman established the new field of positive psychology in

1998 as the president of the American Psychological Association (APA; Seligman, 1998). His presidential address to the APA explained that up until that time the psychological community had focused largely on correcting what was wrong or broken in an individual. He decided it was time to spark a field of research towards flourishing. Flourishing is a fundamental objective of positive psychology and it is the ability to live a life full of multiple aspects of well-being instead of the absence of illness and disease. Flourishing is about what makes life fulfilling and investing time dedicated to activities that yield well-being (Seligman, 2010).

It is important to note that the incredible and valuable work of the traditional psychological community cannot be understated. The professionals in this field created structures and interventions to support the mentally ill and made major strides in resolving distress. However, Seligman proposed that this disease-oriented approach to human functioning had an unanticipated and unwelcome side-effect on the human psyche, causing the population to look at humanity with a disease focus. He asserted the need to balance the scales and support what makes individuals flourish (Seligman, 1998).

Flourishing is often defined in terms of a scale. If traditional psychologists aimed to move an individual up the scale from -5 to 0, which would indicate that they have been relieved of their misery (Seligman, 2011), positive psychology would look to bring a person up the scale the other direction. To bring an individual up the scale from 0 or +1 to +5 the science would need to focus on helping people foster their well-being. Since well-being is an important component to reach a life of flourishing, it is important to define well-being. For this paper well-being is defined in terms of hedonic and eudaimonic well-being. Hedonic well-being includes the aspects of life related to fleeting happiness, Eudaimonic well-being refers to a life of meaning (Ryan, Huta, & Deci, 2006). These two well-being factors intersect but they differ in how they

are pursued (Baumeister, Vohs, Aaker, & Garbinsky, 2013). Hedonic activities aim to result in comfort, enjoyment, and pleasure (Huta & Ryan, 2010) experiences akin to eating ice cream on a hot day, backrubs or, relaxing at the beach. Eudaimonic activities support the development of an individual's best self and include experiences that exercise positive traits such as gratitude and kindness (Huta & Ryan, 2010) or seeks meaning in other ways such as volunteering or having children. Individuals who seek both hedonic and eudaimonic pursuits exhibited higher meaning, positive affect, and wellbeing (Huta & Ryan, 2010).

Seligman and his colleagues do not claim that they are the first to study human flourishing, happiness, well-being, and similar positive goals (Peterson, 2006). Instead, what happened at the American Psychological Association in 1998 (Seligman, 1998) sparked a new field and ushered in a new age of targeted and purposeful exploration. The subjects under this umbrella are broad and continually expanding (Seligman, 2002). They include but are not limited to the workplace (Froman, 2010; Luthans & Youssef, 2007; Martin, 2005), schools (Chafouleas & Bray, 2004; Froh, & DiGiuseppe, 2003; Furlong, Gilman, & Huebner, 2014; Terjesen, Jacofsky & Waters, 2011), the medical field (Aspinwall & MacNamara, 2005; Hershberger, 2005), politics (Aspinwall & Staudinger, 2003), the humanities (Pawelski, 2006; Tay, Pawelski, & Keith, 2017; Wilkinson & Chilton, 2013), religious studies (Day, 2010; Joseph, Alex Linley, & Maltby, 2006; Pargament, 1990) , and more (Snyder & Lopez, 2009).

It is immensely important also to indicate what positive psychology does not entail. Based on the name, it can be an easy leap to assume that positive psychology suggests that an individual seek happiness full-time. This position is not the case, and researchers take time to vigorously explain that flourishing requires a lifestyle outside and beyond positive emotions (Seligman, 2002). Researchers and practitioners do not ignore the negative aspects of everyday

existence, or the catastrophes life can dole out. Positive psychology researchers and practitioners develop and implement interventions that support long term well-being and flourishing (Peterson, 2006). The growing number and deepening of constructs is essential those undergoing to the WBDF. This field will continue to provide valuable avenues and targeted approaches to achieve well-being goals.

The WBDF is open for everyone along all stages in their life journey, from those who are managing major life struggles to those with high well-being but seek deeper flourishing. It's important for humans to remember that we possess an amazing capacity to influence our lives for the better (Bandura, 1977), and the WBDF presented in this paper helps individuals get in the driver's seat of their well-being.

### **WBDF**

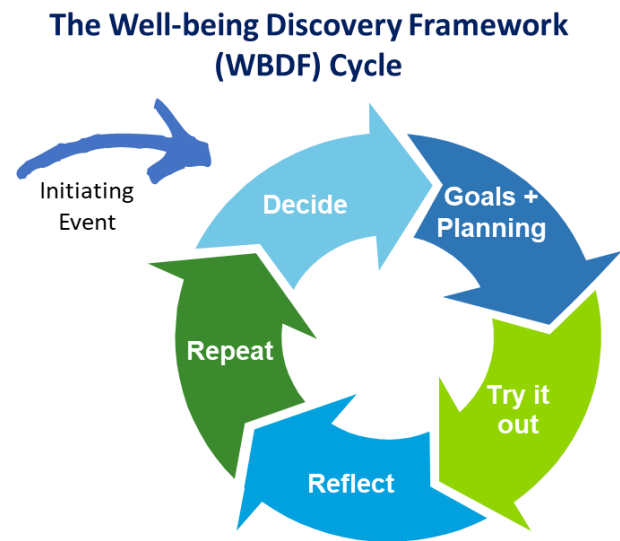
Ancient histories, philosophies, and religions spend a vast amount of their text extolling the virtues of knowing oneself (Wilson, 2013). Psychologists, psychiatrists, neuroscientists, and philosophers have studied the concept of self and how to best understand it (Chen, 2019; Kernis & Goldman, 2006; Luthans & Youssef, 2009; Markus, 1983; Ryff, 2010; Schlegel, Hicks, King, & Arndt, 2011). Despite the importance and value of self-knowledge, defined by Wilson (2013) as when people are knowledgeable of their traits, abilities and feelings, there is surprisingly little empirical research on how to undergo a process to discover well-being. However, research informs and supports the proposed steps of the WBDF and will help individuals to determine what promotes flourishing. The WBDF outlined below describes a framework to pursue knowledge of individual well-being. Given that the WBDF is unique for each individual, it will require personal initiative. Personal initiative (PI) is a behavior that pushes an individual to take an active and self-starting approach to goals (Frese, Kring, Soose, & Zempel, 1996). PI relies

heavily on perseverance (Frese & Fay, 2001) and supports an individual as they persist in overcoming barriers and setbacks in the WBDF. While most PI research has been done in workplace settings, many aspects are applicable to the WBDF, especially goal setting, information collection, assembling plans, and gathering feedback. Constant change is likely to occur during the WBDF, not only because the individual will change and grow but because life constantly changes. PI research suggests that participants remain proactive instead of reactive to their environment and anticipate these changes where possible (Frese & Fay, 2001).

Sometimes it is easy to imagine that those who flourish do so naturally and that life is easy, but happiness is rarely happenstance (Edelglass, 2017) and it is important that an individual play an active role in their own well-being (Diener et al., 2017). The WBDF is prompted by an initiating event, described below, and consists of five steps: deciding what to discover, goal setting and planning, trying it out, reflect, and repeat. Each of which will be described in the section below.

### **Initiating Event**

There are many events in life that can act as a catalyst for self-learning and prompt change. For example, the death of a loved one (Alves, Mendes, Gonçalves, & Neimeyer, 2012), a new job, or critical role transfer (Stern, 2004), or it can be something as natural as a woman hitting a certain life milestone (Levinson, 2011). Joseph Campbell (2003) refers to this initiating event as the call to adventure, a mysterious but well-timed call to action. In the psychology of life narratives, an initiating event can serve as a storytelling principle to build coherence in a life



*Figure 1. WBDF Cycle*

story (Baerger & McAdams, 1999). This can also be referred to as a disorienting dilemma (Mezirow, 2002). A disorienting dilemma is an event in a person's life that makes them question previously held beliefs and question their identity in the world around them (Taylor & Elias, 2012). According to transformational learning theory (Calleja, 2014), a disorienting dilemma is triggered by a life crisis or a major transition. However, similar to the WBDF, if one follows an active examination process and views the disorienting dilemma as a learning experience, it can result in transformative self-reflection (Calleja, 2014). An essential point of view related to the WBDF as catalyst for transformation comes from Clark (1993). Clark (1993) asserts that what he calls an integrating circumstance does not require a tragic stimulus. Instead it comes from the conscious decision of wanting to learn about what is missing in life.

The initiating event is any experience that brings an individual to the WBDF. As mentioned this could be a disorienting dilemma (Taylor & Elias, 2012) or a mere desire to learn more about yourself (Clark, 1993). Whatever the reason may be, it is important that the individual pay attention and make the most of their initiating event as a catalyst for well-being discovery.

### **Decide What to Discover**

The initiating event might help one to decide what aspects of well-being to focus on initially. For example, an individual who received a work promotion may want to discover how to become emotionally intelligent to those they manage. Alternatively, they could want to learn how to have more stamina throughout the day because the new role will require longer hours. For others, it is a vague idea that something in their life needs to change, or that they could be more in charge of their happiness. This choice highlights the uniquely human capability of human agency (Bandura, 2006). Human agency is the concept that humans have a unique power

to shape their lives based on their choices. Based on Bandura's (2006) theory of human agency, humans have the power to alter their environment because of the profound authority individuals have to change and shape their circumstances.

A good place to start when deciding what to discover is understanding the self better. Self-knowledge guides how individuals understand and describe their roles, behaviors, preferences, values, goals, and other markers of their being (Markus, 1983). Under the theory-guided dimensions of well-being explained in the *Psychological Well-Being in Adult Life* (Ryff, 2010), a person can experience an immense feeling of focus towards continued development of the self. When this happens, it creates a sense of realizing one's potential for flourishing. Self-knowledge can also help an individual live a more authentic life. Authenticity is defined as not only knowing one's beliefs, values, desires, and feelings but also living them in daily life (Chen, 2019). Living a life with more authenticity is a valuable goal for the WBDF. Maslow (1971) states that to be authentic an individual must discover their identity. This is to ensure that their behaviors are true expressions of their thoughts and feelings and that they live in a way according to their true desires. A good place to start to gather self-knowledge is personality psychology (Larsen & Buss, 2009). Personality tests can offer keen insight into how and why one functions the way they do (Hayes & Joseph, 2003). The NEO Five Factor Inventory is the widely regarded by psychologists as the most valid measure of personality (Little, 2014). The NEO Five Factor Inventory, also called The Big Five, tests for five dimensions of personality: Openness, Conscientiousness, Extroversion, Agreeableness and Neuroticism. This personality test has been used to provide personality insight to many areas of scientific research including but not limited to the following; subjective well-being (Hayes & Joseph, 2003), aggressive and violent behavior (Barlett & Anderson, 2012), academic success (Ziegler, Danay, Schölmerich, &

Bühner, 2010), and work performance (Neal, Yeo, Koy, & Xiao, 2012). When looking to determine more about who one is as a person, an extensively tested personality measure like The Big Five is a valuable place to begin.

Positive psychology provides another key area of research when deciding what to discover. Seligman researches what provides individuals a life of flourishing (Seligman, 2012), from learned optimism (Seligman, 2006), to well-being theories (Seligman, 2018) and beyond (Snyder & Lopez, 2001). Barbara Frederickson (2001) researches positive emotions. Angela Duckworth (2016) studies the construct of grit or passion and perseverance for long term goals. Mihaly Csikszentmihalyi (1990) investigates the great human capacity to get into a flow state or a state of total absorption correlated with well-being. A series of researchers and psychologists study the well-being benefits of humanities, from arts to music, ethics, literature, and more (Tay, Pawelski, & Keith, 2017; De Botton & Armstrong, 2013). The field of positive psychology is growing with each passing year, offering new research supported practices to enable well-being. Each new area of study in the field is more information for an individual to seek out about themselves and determine what resonates and provides them with hedonic and eudaimonic well-being. Applying positive psychology via the WBDF on the individual level consists of both opportunities and challenges. The opportunities are extensive. Those who seek to flourish have multiple avenues to explore, while the challenges lie in the same vastness of materials. With such an overwhelming number of options, it can be challenging to know where to start when entering a phase of well-being discovery. That is why the WBDF is valuable for individuals who seek flourishing.

With the WBDF, they have an approach for how to navigate the world of options. Since positive psychology focuses on what works and what is right with human functioning as well as



the adaptive part of the human condition (Maisel & Gable, 2009) then the WBDF will do the same.

During the “decide what to discover” step of the WBDF, individuals can tap into both the power of agency (Bandura, 2006) and their ability to know themselves (Wilson, 2013) to propel them. There is so much of life outside our control, to weather, to jobs, social structures, and beyond, that humans owe it to themselves to take the power they do have and act accordingly. It’s a precious moment to take hold of one’s life after an initiating event and engage human agency to learn how to live a life more concordant with one’s own path to well-being.

### **Goal Setting and Planning**

Once an individual knows what they want to discover in the WBDF, it is time to set formal goals and create a plan for possible ways to achieve that goal. Setting goals to support motivation and achievement has resulted in some 400 studies over 25 years of research (Locke & Latham, 2006). Locke (1968) identified goal setting as vital because it places intentions at the center of activities. One study showed that setting goals can induce increased well-being (Sheldon, Kasser, Smith, & Share, 2002) self-confidence, self-esteem, motivation, and autonomy in an individual (Locke & Latham, 2006), which means that while one is searching for their individual life of well-being, even setting a goal in the first place will help them make progress.

When creating goals, a valuable approach is setting SMART goals (Day & Tosey, 2011). Research has demonstrated that SMART goals have been successfully utilized in the government (O'Neill, 2000), corporations (Mullen, 1997), education (O'Neill, 2000), and health care (MacLeod, 2012). SMART goals are a valuable support structure for learning (Conzemius & O'Neill, 2009), and because the WBDF is a process of learning about oneself, SMART goals are a natural option. The chart below describes the meaning of the SMART acronym:

Table 1.

<b>Name</b>	<b>Definition</b>
Specific	The goal targets at a particular area
Measurable	The progress and results toward the goal can be tracked
Achievable/Agreed-upon	The goal is suitable for a person's needs and abilities
Realistic	The goal is practical for real life
Time-based	The Goal is time-bound

*Note.* Definitions from “*Beyond smart? A new framework for goal setting*” by (T. Day and P. Tosey, 2011, *Curriculum Journal*, 22(4), 515-534. ).

Next one should try out and determine the best way to achieve the goal. This step also includes gathering options to accomplish the goal. Coming up with options could involve reading books, getting advice from trusted mentors, or doing research online. It also may be valuable to think about what has brought joy in the past. For example, if a WBDF goal is to uncover what exercise approach makes one excited to do physical activity. It may be valuable to try and remember what one loved as a child; whether it was jumping rope, swimming, or soccer, it can be worth experimenting. In the world of information overload today (Ruff, 2002), it is difficult to determine the best way to accomplish a goal, but it may be easier to uncover a multitude of ways to tackle a goal. The point is to sift through all appropriate and available options to determine what can possibly fit the individual's unique flourishing needs. Another value of this step is that it helps the individual feel less discouraged if the first option on their list does not produce the desired results. Since these goals aim to identify what resonates on an individual level, it may take more time and more options to determine what is the right fit, and continually establishing other avenues to achieve outcomes will support motivation, drive, and optimism.

## Try It Out

When determining whether the chosen well-being activity is the right fit, there is no one-size-fits-all solution. Therefore, determining the best well-being solution often includes some trial-and-error and actively seeking self-knowledge. Many well-being constructs include some level of self-knowledge to successfully undertake the required activities. For example, to display grit, Angela Duckworth (2007) posits that one needs to know what brings one passion in order to have perseverance. Csikszentmihalyi (1990) states that one needs to determine what activities are uniquely challenging and absorbing to the individual before one can enter a state of flow. For these two constructs and many others there are many ways to understand the self and incorporate these well-being constructs. This review will highlight two: The first is intuition and the second is self-regulation. Both approaches include remaining attuned to well-being opportunities.

The first method is gut feelings and intuition. Gut feelings and intuition are the decisions and choices not based on logic or reason; they are decisions based on something deeper and challenging to grasp (Gigerenzer, 2014). Gut feelings can occur anywhere, from a work meeting, to a test, or at a sporting event (Thompson, 1989), and one study found a neurological and biological connection between gut intuitions and decision making (Naqvi, Shiv, & Bechara, 2006). Many people have made a decision and chosen what they *felt* was right, whether it was the most logical option or not. To be prepared for gut feelings, it will be helpful to practice self-awareness/mindfulness (Dane, 2011). Practicing self-awareness and mindfulness will enable the individual to check in emotionally (Bar-On, Tranel, Denburg, & Bechara, 2004), physically (Price, 1993), and spiritually (Cloninger, 2007) to determine if the chosen activities enhance well-being. An example will illustrate how intuition can be used during the WBDF.

In this example, an individual is undergoing the WBDF to see which hobby provides them with excitement and engagement. In this example the person undergoing the WBDF immediately connects with drawing after their first class. Because of intuition, this person may not accurately describe why they like drawing. For example, the course could have some negatives aspects; it could be a little expensive, out of the way of their typical commute home from work, and they possess no impressive artistic abilities. However, despite these negative aspects, something about drawing fills them with excitement, and they can't wait to go back.

Self-regulation is a second way to determine if a chosen activity supports individual well-being. Self-regulation is an adaptive human quality that enables individuals to override their current habitual responses to make choices based on their wishes (Baumeister, Gailliot, DeWall, & Oaten, 2006). Through self-regulation, individuals can exert control over their choices and in turn influence self-regulation over their feelings, thoughts, and impulses to create new habits (Baumeister, Gailliot, DeWall, & Oaten, 2006). A new hobby example can also serve to illustrate how self-regulation can be used during the WBDF. In this example, imagine there is no gut feeling or intuition towards drawing initially, but there is a memory of enjoying drawing as a child. Due to this memory and the knowledge of self-regulation, the individual in this example would continue to attend the drawing class and see if they gain any skill. Research shows that as expertise grows on a subject, so does one's interest in a topic (Silvia, 2013), and the individual ends up loving drawing after a few weeks. The individuals in both examples found a new drawing hobby they love, and now they both get to experience all the positive benefits of creating art (Dalebroux, Goldstein, & Winner, 2008). The important lesson to learn is that they achieved this goal through different approaches, and both approaches are effective. For those

who have weak self-regulation, evidence suggests that self-regulation increases with targeted interventions (Baumeister, Gailliot, DeWall, & Oaten, 2006).

The “try it out” step of the WBDF is an important one. The individual needs to stay mindful and attuned to their desires. Identifying what supports individual flourishing through intuition is a valuable identification method, but it is important not to disregard an activity or chosen option if instant connection does not occur. Additionally, it is important not to get discouraged if an option doesn’t work as planned. Learning what does not support well-being can be as important as learning what does. There is no research supported timeline for how long to stick with an activity before moving on to the next option. Habit formation studies say that it takes anywhere between a few days to 3 months to create a new habit (Gardner, Lally, & Wardle, 2012). Studies of chess masters show that it can require ten years of daily practice for experts and 20 for masters (Ericsson & Charness, 1994). Similarly, Angela Duckworth’s (2007) research on grit makes no claim about how long is advisable to work towards a goal before advancing to the next one. If an individual is unsure when and how to navigate their list of options and when to move on, a person might work with a coach to narrow down on an approach and timeline. The role of the coach is explained in the section below.

### **Reflection**

An ongoing step of the WBDF is reflection. Boud, Keogh, and Walker (1985) define reflection as an activity when an individual actively explores their experiences in an effort to gain deeper understanding and insight. Grant (2002) suggests there are two types of self-reflection: The first is attempting to reach a goal or solve a problem and the second is to gain greater self-knowledge and self-awareness. The two aspects of reflection recommended in the WBDF aim to accomplish both. Two valuable avenues for reflection are writing and meditation,

but this list is by no means exhaustive, and there are additional avenues for reflection (Boud, Keogh & Walker, 2013; Cruickshank, 1996; Mezirow, 1990).

Writing supports well-being (Jensen & Blair, 1997), physical health (Frattaroli, 2006), relationships (Finkel, Slotter, Luchies, Walton, & Gross, 2013), and learning (Chen, Hand, & McDowell, 2013). It is important to note as one embarks on the WBDF that writing requires motivation (Hidi & Boscolo, 2006) and focused attention (Torrance & Galbraith, 2006) and is not always easy. So, while writing for reflection has numerous documented health benefits, as with any aspect of the WBDF, it requires intention. The writing through reflection element of the WBDF is to help an individual both keep track of their progress and express their thoughts, feelings, and opinions of their experience.

Pennebaker (1997) led a decade of research that showed the significant well-being benefits that come from expressive writing. The physical and mental health benefits experienced by the experimental groups were extensive. The physical benefits resulted in a reduction in doctor visits, an increased immune and autonomic system, and reduced symptoms of depression. The participants also experienced behavioral improvements, including increased grade point average for students and reduced absenteeism from work for adults (Pennebaker, 1997). Writing supports critical thinking in multiple disciplines (Pytlik, 1993) meaning that as an individual writes and reflects they are thinking and processing daily experiences. Several positive psychology interventions include writing as a medium (Seligman, Steen, Park, & Peterson, 2005; Sin & Lyubomirsky, 2009), and it is a valuable component of well-being activities.

Another avenue for reflection is mindfulness meditation. Mindfulness meditation is the practice of paying attention to the present moment (Ludwig & Kabat-Zinn, 2008). Mindfulness meditation are recommended for the WBDF practice because it requires conscious awareness of

the present moment (Brown & Ryan, 2003) as well as a heightened physical and mental state (Brown, Ryan, & Creswell, 2007). This intentional focus of the present moment (Grant & Schwartz, 2011) supports the WBDF in a key manner. Mainly, if someone is determining if a well-being activity supports a life of flourishing, that person needs to pay attention to whether or not they are flourishing. Mindless habits or lack of attention can prohibit individuals from the type of behavior change they seek (Brown & Ryan, 2015). Seeking a mindfulness meditation practice can support reflection and awareness (Brown & Ryan, 2015) and help an individual accurately determine if a path towards well-being has the desired effects.

How individuals interpret what happens to them in a day has a significant bearing on the quality of their day (Holmes, Mathews, Dalgleish, & Mackintosh, 2006). Reflection can help ensure that interpretations are thoughtfully chosen (Boud, Keogh, & Walker, 1985). The individual is advised to make these, and other reflection actions a habit and build the chosen method it into daily life as an enjoyable activity.

### **Repeat**

The WBDF is meant to be an ongoing process because there is always more to learn about oneself. The aim is to create a sustainable and enjoyable habit and become a self-directed lifelong learner (Tough, 1967; Candy, 1991) of discovering how one flourishes. Self-directed learning (SDL) is an approach where learners are encouraged to manage their own learning (Knowles, 1975). SDL has been studied in relation to adult learning research (Merriam, 2001; Ellinger, 2004), human resource development (Ellinger, 2004), and in the sales industry (Artis & Harris, 2007) One study reviewed organizations to determine what aspects of self-directed learning approaches were used, many of these organizations had a similar learning landscape to those undergoing the WBDF. Many of the employees in this study's organization were

embarking on a series of projects and because of the ambiguous nature of these projects the employees were unsure of what they needed to know, and not sure where to find the information to start (Clardy, 2000). Situations with many unknowns can cause unrest (Williams et al., 2015) and adding a self-directed learning approach can help supply momentum and forward motion to even the most uncertain situations.

There are multiple hypothesis for what components support the creation of a SDL. An early model by Garrison (1997) suggested the learner integrate self-management, self-monitoring and motivation. Others build on these aspects by adding in goal setting and social context as a key contributor (Bolhuis, 2003). It is important that the individual utilize the above framework to also determine what will help support a life-long learning approach to well-being.

### **WBDF Mindset**

A mindset is how a person perceives their abilities and guides their way of thinking (Dweck, 2008). Our mindsets can profoundly impact our outcomes; a chosen mindset can either enable or prohibit growth (Dweck, 2008). When embarking on the WBDF, it helps to engage with an open and exploratory mindset. Following the WBDF can lead an individual down a variety of paths, and many of them are likely to be unexpected. Having an open mindset can help an individual tackle these changes and challenges with positivity instead of push back, ultimately supporting growth. An open mindset can translate to a variety of different modes. This section lists several options that are valuable to understand before embarking on the WBDF. Each mindset is valuable to explore, and some may come easier than others. All six mindsets need not be done perfectly. The participant is instead encouraged to become knowledgeable and experiment with them as they undergo the WBDF.



These mindsets are important because the WBDF will undoubtedly be a challenge. The WBDF is a lifelong endeavor that will challenge an individual as much as it will support them. That said, if one can enter the WBDF and view the road ahead as an exciting challenge to overcome and not a fearful threat to avoid, then one will have more success and enjoy the WBDF more. The six WBDF mindsets – hope mindset, growth mindset, curiosity mindset, self-efficacy mindset, self-determination mindset, and play mindset – are described below. Each mindset description includes the scientific underpinnings beneath these constructs as well as an example.

### **Hope Mindset**

*“The capacity for hope is the most significant fact of life. It provides human beings with a sense of destination, and the energy to get started.”* – Norman Cousins

Hope mindset is the first listed mindset because the hope that circumstances can improve is the first step toward well-being discovery. Hope is described in a multitude of ways ranging from a formal construct with amorphous properties (Feudtner, 2014), as a general personality trait (Magyar-Moe & Lopez, 2015), an optimistic expectation of future outcomes (Snyder, 2002), or as incredibly stable and formed once it is affixed to a goal or idea (Feudtner, 2014). Though there are many descriptions of hope, the WBDF hope mindset aligns to Snyder’s (2002) hope theory. Snyder (2002), the leading researcher on hope theory, explains hope as one’s capacity to set clear objectives and approaches for achieving those goals. The two components of goal setting in hope theory are pathways thinking and agency thinking. Pathways thinking is used when an individual conceptualizes a goal and identifies strategies to achieve the goal. Agency thinking is when an individual sustains the motivation to realize those strategies (Snyder, 2002). Hope acts as an agent for change (Lopez et al., 2004), and utilizing hope as a goal setting construct can increase their success and achievement.

Hope is a fundamental part of humanity (Feudtner, 2009) and when individuals have a strong sense of hope, they are more likely to view problems as challenges instead of threats (Van Ryzin, Gravely, & Roseth, 2007). Hope mindset should be applied throughout the WBDF and Snyder (1999) recommends creating a pattern of hopeful thinking. Early in the WBDF cycle a person's hopeful thinking inner monologue may sound a little pessimistic but open. For example, hope might be subtle and sound like "why don't I give it a shot? It can't hurt." After undergoing the WBDF for a few cycles, a person's inner dialogue may shift positively and say, "I didn't know it was going to be this hard, but that news article about getting more sleep sounded promising. Why don't I give it another try?" Once someone's WBDF experience has successfully improved well-being, hope grows stronger and hopeful thoughts may sound more prominent and say, "I can do this." Like any muscle, hope can strengthen with practice (Luthans & Jensen, 2002; Snyder, Lopez, Shorey, Rand, & Feldman, 2003) and will be a strong ally during the WBDF.

### **Growth Mindset**

*"No matter what your ability is, effort is what ignites that ability and turns it into accomplishment."* – Carol Dweck

Carol Dweck's (2008) inspirational work on growth mindset posits that there are two types of mindset, fixed and growth. Fixed mindset is when an individual believes that their intelligence is fixed and unchangeable. The second is growth mindset, the belief that one's intelligence is malleable. Growth mindset does not stop at intelligence, however. Fields such as psychology and neuroscience are discovering that humans can change their mindsets, brains and habits in a vast amount of ways including but not limited to empathy and compassion (Valk,

Bernhardt, Trautwein, Böckler, Kanske, & Guizard, 2017), focus (Chan & Woollacott, 2007), and emotions (Schreiner & Malcolm, 2008).

The belief that someone can change, and grow is fundamental when thinking about the WBDF. For example, it may be tempting to learn facts about oneself and hold the belief that nothing can change, but this thought pattern is counterproductive. When embarking on the WBDF, individuals will learn facts about themselves and some of them may not seem positive. For example, during the WBDF, it may become evident that an individual has trouble keeping focus. Learning about where one struggles may not be sound supportive of well-being, but it is undoubtedly crucial because now that individual can take steps to increase their focus.

Having a growth mindset can help someone derive happiness not just from the results but from the process itself (Dweck, 2008), which means by adopting this mindset an individual is already increasing their well-being. Growth mindset is an uplifting mindset for the human spirit and an essential one when remaining optimistic and motivated during the WBDF.

### **Curiosity Mindset**

*“We keep moving forward, opening new doors, and doing new things, because we're curious and curiosity keeps leading us down new paths.” – Walt Disney*

To be curious is to seek exploration and discovery (Niemic, 2017). When humans are curious about a topic, they are driven to find an answer. This search for answers is rarely for outside accolades or prizes. Mostly the drive stems from wanting to come to a conclusion on a question we are curious about. Curious people seek out these aspects of life for their enjoyment. Curiosity is also associated with the intrinsic motivation to explore novelty and build personal knowledge (Niemic, 2017). No matter the age and no matter the topic, curiosity fills the individual with excitement and directed interest (Day, 1982). Since curiosity is an innate aspect

of humanity, it is also an intrinsically rewarding experience, motivating an individual to continue without any external pressure. One study (Reio & Wiswell, 2000) showed that adult curiosity increased workplace learning and job performance. Some individuals naturally have a higher strength in curiosity (Niemic, 2017) and will find this mindset easier than others.

Individuals who are not naturally curious may use the WBDF as an opportunity to practice. During the WBDF cycle it helps for an individual to ask questions (Niemic, 2017), lots of questions. For the WBDF that means an individual should ask questions about everything to do with well-being. For example, one should challenge their personal status quo and ask “why?” For example, “why do I become exhausted at 4 pm every day?” and “what if I tried drinking green tea instead of coffee? Would I sleep better?” or “what if I meditated 10 minutes a day? Other people say it is great. Why not give it a try?”

It is immensely valuable to bring the skill and strength of curiosity to the WBDF. Without a curiosity mindset the WBDF might weigh one down instead of build one up.

### **Self-efficacy Mindset**

*“They are able who think they are able.” – Virgil*

Self-efficacy is the belief that an individual has the capacity to meet any desired goal and can indicate how much they persevere when confronted with challenges (Maddux, 2009). How much someone can persist in ambiguous and challenging situations is of significant consideration for the WBDF.

When an individual believes they are capable of effectively managing whatever knowledge they glean from the WBDF, they are more prepared and agile when facing new information. To use an earlier example, say someone is determining what exercise will make them feel strong and capable. If that person doesn't have faith in themselves to learn a new skill

and isn't confident enough in their own abilities to try then they are not going to get very far in their endeavor. In contrast, if someone believes that they can learn kick boxing, paddle boarding, or CrossFit, they are much more likely to actively seek out a solution and try all the options available to them.

The WBDF is a learning process and self-efficacy research supports motivation and learning (Zimmerman, 2000). Additionally, the lack of sufficient self-efficacy can result in high levels of anxiety, depression, substance abuse, and eating disorders (Bandura, 1997). It is valuable to continue to bolster a belief of self-efficacy as an individual embarks on their quest towards well-being. The WBDF will likely include some dead ends and roadblocks, but it is imperative to persist and believe in one's abilities despite those setbacks to reach meaningful goals.

### **Self-determination Mindset**

*"I am no bird; and no net ensnares me: I am a free human being with an independent will."* – Charlotte Brontë

Self-determination theory dictates that when someone's acts, thoughts, and choices are self-determined or intrinsically motivated, it can have a significant positive impact on an individual (Deci & Ryan, 2000). Autonomy and intrinsic motivation are key for the WBDF. Intrinsic motivation can increase a person's psychological well-being (Vansteenkiste & Ryan, 2013), their ability to be creative (Amabile, 1996), and their ability to properly perform tasks (Grolnick & Ryan, 1989).

Autonomously motivated or self-determined choices and goals are the ones that are done willingly without external pressure, restrictions, or control (Deci & Ryan, 2000). Seeking to learn about the self to satisfy an external or socially constructed ideal will impede progress

toward individualized well-being. For example, if an individual is embarking on the WBDF to determine what food supports their well-being, this sounds like a valuable goal. However, if that individual is actually undergoing the WBDF exercise to lose weight to specifically fit into the stereotypical socially-constructed idea of beauty (Forbes, Collinsworth, Jobe, Braun, & Wise, 2007), they might struggle to make impactful progress. It is of greater well-being benefit to the individual to instead determine what food makes them feel energized and healthy.

As mentioned above, it is best if an individual is proactive with their well-being goals before adversity strikes, making the WBDF a self-determined act. This outlook is not possible for all, and many will pursue the WBDF during adversity or crisis. Those individuals may ask themselves questions akin to “how do I manage grief?” or “how do I become a high performer at work amidst a family crisis?” or “how do I manage an illness?” For those situations, it may seem as if the motivation is coming from elsewhere, forced from life circumstances, but in fact if one looks closely at these goals, they can also be intrinsically motivated. It may be valuable to ask “why” in these situations (Duckworth, 2016; Sinek, Mead, & Docker, 2017). For example, an individual may seek the WBDF after they have been diagnosed with an illness or lost someone and are managing their grief. After asking “why?” to determine the purpose, the answer could be to foster more positive emotions, which makes it a self-determined act. In the working example, it would be valuable to understand why being a high performer is valuable. Is it for the benefit of engagement? For achievement? To support a family? It is valuable for an individual to keep asking why until the end is intrinsically motivated and self-determined. Along the way these questions and subsequent answers could change the ultimate goal. Putting the time and dedication into pursuing an externally motivated goal could have negative consequences, and it is recommended to pursue goals intrinsically (Eckersley, 2005).

**Play Mindset**

*“Play is the highest form of research.” – N. V. Scarfe*

Play is an orientation towards a task and a way of having fun as a choice of mindset (Mainemelis & Ronson, 2006). At times the WBDF may become challenging, but one should never lose sight that having fun along the way is possible. What is the point of finding out how to flourish if the process is miserable? When individuals can approach the WBDF with a playful and fun mindset they can improve the experience.

Research supports the value of fun in learning. Wise (2004) determined that when learning is motivating and rewarding during play, dopamine is released. Henderson, Glancy, and Little (1999) discovered that to help make physical exercise a habit, an individual needs to make sure they find the exercise fun. Play has also shown to increase productivity in the workplace (West, Hoff, & Carlsson, 2016).

While fun may seem simple, it is a complex phenomenon, and fun manifests differently for different people (McManus & Furnham, 2010). If going through the WBDF is not fun at first, the individual can try out new ways for increasing enjoyment. Depending on the person this could mean collaborating more (Inkpen, Ho-Ching, Kuederle, Scott, & Shoemaker, 1999) or adding music (Kellaris & Kent, 1992). Trying to make a game out of the chosen well-being activity is another option (Dale, 2014). For example, if someone is having a hard time staying motivated to reflect through journaling or meditation, it could help to add a point system. How long an individual writes each night could be given a certain point value and at the end of a week there could be a prize. Trying to determine a way to have fun with the WBDF will support the goal of it being a life-long intrinsically motivating and healthy endeavor.

**Mindsets Working Together: My Example**

Sharing narratives can help translate theories into something that is relevant and applicable. My story shows how I used each mindset in my journey of discovery. My experience can serve as an example, and in my retelling of it, I will weave in all of these mindsets and how they work together. As I described above I was diagnosed with Lyme disease and thrust headlong into a journey of well-being discovery. My symptoms affected both my physical and mental health. Therefore, areas I researched during the WBDF “decide what to discover phase” were food, exercise, neurological support, and physical fatigue relief.

I’ll provide an example for how the WBDF mindsets work together with the topic of relieving physical fatigue. To determine how to reduce extreme fatigue with or without the help of medicine would need a significant amount of hope, growth mindset, curiosity, self-efficacy, self-determination, and fun. I needed to start with the hope that I could get better. Without starting with the fundamental hope mindset, there would be no point in trying. Then I needed to adopt a growth mindset and remain open to the possibilities and rebound after failed attempts when the first and second and third approach didn’t solve the problem. Additionally, I needed to remain curious; if I didn’t treat myself like the complicated human puzzle that I am, I would have had a harder time remaining intrinsically motivated and engaged, which in turn helped my self-determination mindset. I also needed to have self-efficacy, or the belief in myself to come up with the solution and solve the problem. If I didn’t have confidence in my ability, then I would have given up before I even began. Lastly, I deployed play mindset. The WBDF was filled with dead-ends and wrong turns. I had to learn to have fun with making progress toward well-being goals. Only when I learned this, along with the other mindsets, did I have a chance of remaining steadfast in my recovery and sticking with the path until a solution emerged.



My story is one of remediation. I was looking to fix a health problem. Through that process I determined a broad range of information about myself and acted. Through daily interaction with the WBDF I continue to learn to this day about my health and well-being. Positive psychology research grows each year and there is more information to integrate into a life of well-being. This is my story. I want each person to create their own and experiment with how these mindsets can support a life of flourishing.

### **WBDF Coach**

A coach, for the purpose of this paper and the WBDF, is anyone who helps an individual navigate the WBDF. Coaching has been demonstrated as a valuable a personal education approach (Duff, 2002), an impactful component to learning and change (Skiffington & Zeus, 2003), and a forum for self-discovery (Creane, 2002). For these reasons it is recommended during the WBDF.

Coaching is part of the WBDF based on a variety of positive outcomes experienced with coach support. Research has shown that positive relationships have a strong positive impact on well-being (Griffiths, 2005), and a strong collaborative relationship between coach and client helps the client reach results that are personally valued and meaningful (Grant & Cavanagh, 2007). At the heart of the WBDF, an individual is learning about themselves, and coaches play a fundamental role in learning processes (Zeus & Skiffington, 2002). While not a requirement, a coach's guidance may help a person during their experience with the WBDF.

Each person's coaching needs may vary. Cost, availability, experience and the like can affect what type of coach support is sought. The chosen coach can be traditional or non-traditional; they can be a psychiatrist (Lakoff, 2006), a life coach (Grant, 2003), an acupuncturist (Kreitzer, Sierpina, & Lawson, 2008), a naturopath (Kreitzer, Sierpina, & Lawson, 2008), an

executive coach (Wasylyshyn, 2003), or a life coach (Grant, 2003). Life-coaching, for example, has shown empirical promise in helping individuals increase their level of insight and enhanced mental health, goal attainment, and quality of life (Grant, 2003). Traditional psychotherapy may also support a therapeutic focus on the past, which is valuable insight. However, it is more important that the coach adopts a proactive model that supports the goal achievement of the individual (Zeus & Skiffington, 2002). Research on coaching extols the importance of a shared and equal partnership between the coach and coachee (Grant, 2001a; Hurd, 2002; Richardson, 2000; Whitworth, Kimsey-House, & Sandahl, 1998). Therefore, it is crucial that the coach chosen to support the WBDF earns the individual's trust.

When selecting a coach, it is vital that they exhibit traits and skills that the individual will find supportive. These traits can be emotional intelligence (Chan & Mallett, 2011), goal setting skills (Tutko & Richards, 1971), accountability (Campbell Quick & Macik-Frey 2004), communication (Kombarakaran, Yang, Baker, & Fernandes, 2008), the ability to generate powerful feedback (Graham, Wedman, & Garvin-Kester, 1994), active listening (Griffiths, 2005), or a myriad of other skills. There also may be different coaches for different phases of the WBDF. For example, the coaching support one needs at the early stages of the WBDF might not be the same support they would need after a few years of experience with the WBDF. Additionally, the time spent in a meeting to discuss goals may vary for different stages in the WBDF. For example, in these early stages of the WBDF, the individual may need active and consistent support setting goals or require help staying motivated. Later in the WBDF, that person may need less frequent check-ins but require help seeing possible blind spots of information. These needs may also require different coaching techniques, and it's helpful to remain honest and flexible.

Including a coach in many learning-oriented solutions has been shown to be valuable (Griffiths, 2005). Numerous studies and articles have cataloged the impact of learning and the manifestation of desired change on the individual (Hargrove, 2003; Hurd, 2002; Whitmore, 2002; Whitworth et al., 1998; Wilkins, 2000), and coaching has shown to help in shifts in perspective and to help individuals move beyond their internal and external barriers to success (Creane, 2002). Discovering what makes an individual flourish can be a bumpy journey and gathering insightful perspectives along the way will support well-being and the ability to accomplish these essential goals.

### **Measuring Progress**

Measurement of progress before and during the WBDF is imperative. There are several ways for an individual to measure their progress towards their well-being goals. Some may be qualitative, informal, or anecdotal. For example, an individual may say they feel better waking up in the morning or their friends say that they seem happier. Other measurements will be more targeted and supported by data based on the specific needs of the individual. For example, if an individual is establishing new habits to have a more restful sleep then obtaining a sleep tracker would be beneficial to determine which of the targeted approaches is working. Since the overarching goal of the WBDF is to support flourishing, then tracking progress with verified well-being measures would be a valuable addition to the data gathering continuum. There are many well-being scales, but the scales listed below are widely used and validated measures of well-being. The Positive and Negative Affect Scale (PANAS; Watson, Clark, & Tellegen, 1988), Subjective Well-being with Life Scale (SWLS; Diener, Emmons, Larsen, & Griffin, 1985), and the PERMA (positive emotion, engagement, relationships, meaning and achievement) Profiler (Butler & Kern, 2016).

The Positive and Negative Affect Scale (PANAS; Watson, Clark, & Tellegen, 1988) measures how much positive and negative affect an individual experiences. This 10-question mood scale summarizes how an individual feels (Watson, Clark, & Tellegen, 1988). If someone wants to feel a life of pleasurable engagement as well as high energy (Watson, Clark, & Tellegen, 1988), then they can track their progress towards their goal with the PANAS scale. Additionally, if someone is attempting to reduce aversive mood states as well as anger, guilt, nervousness, and fear, they can track these traits among others to measure the success of their chosen tactics.

The Satisfaction with Life Scale (SWLS) measures an individual's satisfaction with life as a whole (Diener, Emmons, Larsen, & Griffin, 1985). This cognitive judgment of one's life provides a summarized review of how an individual measures up to what they individually determine to be a satisfactory life. This scale can help illuminate and evaluate current circumstances with relation to life goals. If an individual is looking to improve their relationship and satisfaction with their life, then this scale will help them review their progress.

In his 2013 book *Flourish*, Seligman introduced his PERMA well-being construct. The components that constitute well-being in this model are positive emotions, engagement, relationships, meaning, and achievement. The PERMA profiler measures well-being (Butler & Kern, 2016). This 23-question survey allows individuals to monitor their well-being against a variety of psychosocial domains. If an individual is following the WBDF to foster more meaning or engagement in their life, they could turn to this questionnaire to map their growth.

There are other empirically established scales that can help an individual track their progress towards well-being including, The Authentic Happiness Scale (Shepherd, Oliver, & Schofield, 2015), The Grit Scale (Duckworth & Quinn, 2009), and Meaning In Life

Questionnaire (Steger, Frazier, Oishi, & Kaler, 2006). A broader list of empirically validated measurement scales can be found on the Authentic Happiness website

<https://www.authentic happiness.sas.upenn.edu>.

### **Future Directions**

The WBDF, the role of the coach, and the WBDF mindsets need to be empirically validated. To test the efficacy of the WBDF, a double-blind controlled study of two groups—one group engaging in the WBDF and the other with an active placebo, will help ensure that the individuals seeking well-being have up to date information and guidance from the field.

There is little to no research on well-being discovery. Many research articles include well-being discovery as an outcome or a by-product of an endeavor, including but not limited to personal narratives (Smith, 1991), personality types (Riso & Hudson, 1996), meditation (LeShan, 2017), relationships (Roberts, 2007), identity (Waterman, 2011), as part of a teacher's first year (Bullough, 1990), and self-actualization (Jones & Crandall, 1986). However, there has been no research on well-being discovery as an approach to determine who an individual is and how they flourish across multiple domains. It would be valuable to pursue more research on these topics.

There is a growing body of research on executive coaching but insufficient support for other forms of coaching. There is also no proven coaching strategy to help clients reach their well-being goals. Most structures are based on workplace models which may not be the most appropriate for the WBDF. Lastly, there is no supporting researching for helping a client choose a coach. A coach plays an important role in the growth of an individual and research needs to be done to help individuals choose the best coach for their needs.

Mindsets have been extensively studied. However, with the exception of growth mindsets, none of the constructs have been previously framed as mindsets in the research.

Targeting the research to understand how these psychological capacities support well-being when they are adopted as mindsets will create targeted interventions for WBDF participants. It would also be beneficial to research if any mindsets are currently missing from this review.

Individuals do not always have a clear sense of what they need to learn about themselves to support their flourishing. Therefore, completing research on the value of a proactive and active approach to well-being, mindsets, and coaching will support the effectiveness of the WBDF.

### **Closing**

The WBDF is designed to help an individual know themselves well enough to know what makes them flourish. There are innumerable routes to happiness and well-being, and each individual is different. Individuals vary in what provides purpose, meaning, happiness, fulfillment and what can enliven and dampen each of these aspects of life. It is helpful to remember that the WBDF will ultimately support an individual navigate life changes, and as long as individuals keep in mind the WBDF mindsets they can maintain momentum. This paper urges each individual to spend dedicated time and effort engaging with the WBDF to determine what brings them a life of flourishing.

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