

TOWARD A MODEL OF HUMAN FLOURISHING

A longitudinal test case for a positive education model of human flourishing: applications of the Circular Flow Model of Flourishing with high school students.

Jeremy G House

HOU15141169

Supervisor: Dr Tamjid Mujtaba

UCL Institute of Education - Educational Doctorate
(2020)

Abstract

This thesis introduces a theoretical framework for positive education. The framework, titled the Circular Flow Model of Flourishing (CFMF), is implemented as a test case within an international secondary school environment. Explored, using a mixed methods approach, the study captures quantitative data using the Circular Flow Model of Flourishing Survey (developed within this body of work) and qualitative data collected from interviews, notes and reflective statements throughout a longitudinal coaching intervention. The thesis addresses the question of whether a programme of coaching focussed on the introduction of a theoretical framework for human flourishing can increase young people's self-reports of flourishing, and, in which ways students interact with and make sense of such a framework to bring about change.

The findings are supportive of the use of the CFMF as a framework for promoting student flourishing and positive education. Taking a phenomenological perspective of the student's experiences of the intervention, a general essential structure emerges in which the model is highly relatable and gives rise to the possibility of experimentation with chosen positive psychology interventions (PPIs). Following on, this experimentation and subsequent reflection deepens awareness and knowledge of results (flourishing) and of performance (behaviour). This is set within a period of identity development and struggle against the demands of formal schooling; through which, students within the intervention show significantly better development of their flourishing.

These affirmative findings and descriptions offer much too current professional agendas as well as to future research agendas. Adding to the research on longitudinal studies in positive education and emphasising the multidimensional and phenomenological, we hope for the replication of studies using the CFMF, as well as continuation of micro-level research on PPIs. Finally, this study goes some way toward bridging the gaps between positive psychology, humanistic psychology, coaching psychology and identity theory, for a better education.

Table of Contents:

Abstract	2
Reflective Statement	6
Impact Statement	12
Acknowledgements	14
Declaration of Words	14
List of Appendices	15
List of Tables	16
List of Figures	16
Chapter 1: Introduction	17
1.1 Personal positioning	17
1.2 The Journey	22
1.2.1 Development of a theoretical framework for human flourishing	22
1.2.2 Development of a psychometrically valid measurement tool	23
1.2.3 Research Questions	24
Chapter 2: Literature	27
2.1 Positive ‘types of’ Psychology	28
2.2 Positive Education	33
2.3 The Circular Flow Model of Flourishing	36
2.4 Coaching	46
2.5 Identity	49
Chapter 3: Methodology	56
3.1 Methodology	56
3.1.1 Quantitative Piece	57
3.1.2 Qualitative Piece	62
3.2 Participants	66
3.3 The Intervention	68
3.3.1 Intervention Design	72
3.4 Data Collection	76
3.5 Data Analysis	77
3.5.1 Statistical techniques	77
3.5.2 Qualitative Data Analysis	78
3.6 Political and Ethical Considerations	79
Chapter 4: Results	82
4.1 Quantitative Data	82
4.1.1 Control Group	83

4.1.2 Intervention Group	88
4.1.3 Between Groups	92
4.2 Qualitative Narratives	95
4.2.1 Harold	96
4.2.2 James	99
4.2.3 Mia	102
4.2.4 Emily	105
4.2.5 Nicolas	108
4.2.6 Olga	111
4.3 The General Essential Structure	114
Chapter 5: Discussion	130
5.1 Discussion of Findings	130
5.1.1 Promoting Flourishing	133
5.1.2 Identity	138
5.1.3 Coaching	143
5.2 Limitations and Implications	146
Appendices	150
Appendix 1: Circular Flow Model of Flourishing Survey	150
Appendix 2: Factor Structure Analysis from Institution Focussed Study	154
Appendix 2.1 Factor Analysis	154
Appendix 2.2 Reliability Analysis	157
Appendix 2.3 Convergent Validity	160
Appendix 2.4 Exploratory Analysis	163
Appendix 3: Benchmarks from Pilot Study	169
Appendix 4: First Person Textural Descriptions	171
Appendix 4.1 Harold	171
Appendix 4.2 James	178
Appendix 4.3 Mia	185
Appendix 4.4 Emily	193
Appendix 4.5 Nicolas	199
Appendix 4.6 Olga	203
Appendix 5: Intervention Resources	209
Appendix 5.1 Interview Questions 1	209
Appendix 5.2 Interview Questions 2	210
Appendix 5.3 Time Audit 1	211
Appendix 5.4 Time Audit 2	213

Appendix 6: Transcripts	215
Emily Interview 1	215
Emily Interview 2	220
Harold Interview 1	223
Harold Interview 2	229
James Interview 1	235
James Interview 2	240
Mia Interview 1	244
Mia Interview 2	251
Nicholas Interview 1	257
Nicholas Interview 2	261
Olga Interview 1	264
Olga Interview 2	269
References	275

Reflective Statement

Why choose to complete a Doctorate? Simply, to grow. I have always been attracted to high-level challenges which require consistent and sustained effort. Things, from my perspective, that are good to do in-and-of themselves. These are things like; compete in Ironman triathlon; achieve a Doctorate; become fluent in another language; achieve a black belt in a martial art. The list is constantly developing, but you get the idea. I now recognise this orientation as Aristotelian in character, though, I did not have this insight at the beginning of the programme.

I have always liked getting to the essence of things and as a teacher, have been fascinated with human performance and human potential. Answering the question, how to get the most from one's self and others, seemed to me at the time, and still today, to be the most fundamental point of an education. Influenced quite significantly by the emerging positive psychology, I had a direction, a lens in formation, and a concept that was inspired by economic theory.

Foundations of Professionalism (FOP) - The pendulum swings

Arriving in London for the introductory course, I began to feel a little nervous for the first time. Being held at the boarder because I did not know the name of the hotel I was staying at didn't help matters, and the female security guard didn't see the humour in my declaration that "so far, the weather is miserable and the people are unfriendly; you don't need to worry about me trying to stay". After a little bit of back-tracking and a made-up hotel name, I was on my way again and it was not long before I would be sitting in a room full of my peers. I cannot remember being so nervous as I was on that day. I was so worried that I didn't hear a single of my colleague's introductions. I then proceeded to stumble through my own in barely understandable English, at light-speed. Not being able to communicate even the most basic information clearly in this moment was quite a concern, however as the day went on, and I came to know my international colleagues better (and understand they were not super human intel-

lectual robots of some kind), the challenge seemed doable again and I was glad to be journeying with them.

The FOP course was indeed the perfect entry point. For me, it served the dual purposes of setting the bar, in terms of standards of writing, research and creativity; and also situating myself within the education profession deeply enough to be able to carry the load of an extended piece of research and the potential professional identity shifts this might bring. I enjoyed the existential arguments about professionalism the most, and liked contrasting that to more concrete notions of professionalism within a historical context. This led me to muse further on the absurdity of some educational discourses and to wonder even more about the 'good life', the role of education in achieving this, its relative modern-day contribution, and whether we indeed are in some kind of perpetual oscillation or pendular motion between ideological poles. My assignment was titled in this vein; the pendulum swings.

There was also one critical piece of feedback which impacted me greatly (partly because it helped me to raise my level of academic writing, partly because I had to spend some time understanding exactly what it was asking, and partly because the feedback was so poetic I barely noticed it was critical). I have included it in full below.

“You might consider a more judicial use of verbatim quotation to demonstrate to the reader that you have fully grasped the essence of the authors position”.

All my writing now gets mentally assessed against this criterion during proof-reading stage.

Methods of Enquiry 1 (MOE1) - Framing Flourishing - sketching out an agenda for research

Whilst FOP was more of a boot camp, MOE1 felt like the real first steps. It was good to see the international cohort again and hear about their diverse contexts. This was also the stage at which one's general research agenda collides with varying epistemological and methodological frames of reference. Here I

was inspired to go back to original texts from the Greek philosophers and was also attracted to the European existentialists. Exploring these philosophical roots taught me that the way you answer a question is as important as the answer itself, and indeed that the process might even determine the question to some extent. This understanding provided the possibility to sketch out a research agenda for the remainder of the course. The title of my assignment in this course was ‘framing flourishing’, and though it evolved in the following years, this blueprint and the reflection underpinning it was a key moment in the journey.

To share one particular realisation from this time, I had been searching and searching for a theoretical framework within which to situate my work. Many seemed not to fit at all, and others seemed too confusing to make sense of, so in the end I wrote a handful of paragraphs, to which I attached the subheading, ‘epistemological contextualisation’, and hoped for the best. The feedback I received was so embarrassingly obvious, but I had missed it all together. To the criteria of, ‘sets out an appropriate theoretical framework, the comment returned: “This is where the problem lies. CFMF itself is a conceptual framework for this research – isn’t it?”

This piece of information helped everything make sense. What I was trying to do was not to test a hypothesis, what I was trying to do, was introduce a theoretical framework.

Methods of Enquiry 2 (MOE2) - Finding the Flow in Flourishing - development of a survey tool

MOE2 was time to action things. I had become much more skilled at entering the UK with the appropriate visa and accommodation ready, and hence things were going smoothly. Having now abated my theoretical confusion and arrived at a path that excited me, MOE2 provided a safe, small scale first project. Given the scope, it couldn’t tackle a large piece, so I went back to the ‘process’ and determined that there must be a way to measure human flourishing as I had operationalised it in the CFMF framework. I called this assignment ‘finding the

flow in flourishing' because I was looking for something that I intuitively knew from professional practise was there, but could not yet see.

My original and typically ambitious intention was to develop the survey and test it with a large sample population, however, following some timely feedback, I conceded and agreed to focus only on survey item generation; leaving the psychometrics for the next stage in the IFS. This took me into a literature I found a little less engaging but non-the-less, it was a product-based assignment and I relished the opportunity to create something. This particular phase also coincided with an increased engagement with my professional community. As I was seeking out experts to judge survey item appropriateness, this facilitated a great number of excellent professional conversations, some projects (Flourishing Schools project) and the opportunity to keynote at an educational conference. It also gave rise to a very authentic and student-centred culture of working with young people, based on a vision of human flourishing, within my own community of practise.

Institution Focussed Study (IFS) - Toward a model of Human Flourishing - psychometrics

The IFS carried on where MOE2 left off, focussing mainly on the quantitative aspects of how one might understand and answer questions about students' flourishing. This was a year of statistics I did not envisage at the beginning of the course, but loved learning more about. Developing proficiency with SPSS and better understanding (some of) the nuances of factor analysis was thoroughly enjoyable. The challenge at this stage was working with other schools to collect sufficient survey data. Many schools are not interested in supporting such projects and others were not reliable. This almost became a sales challenge, and I was relieved to finally achieve a sample of 312 pupils when I had set myself the minimum number of 301.

As much as I enjoyed the quantitative elements of the survey validation process, I was clear that questions about flourishing could not be answered in numbers alone and that the next stage for the thesis was to be qualitative work over a long enough period to be able to see some change. I hoped the survey

would demonstrate validity and therefore be able to be used at specific points along the journey. Though there was a backup plan for the case that there was insufficient evidence to justify the use of a new tool.

Given that, a) I wanted to do a longitudinal project for the thesis and b) I knew this would be with a small group of students in my professional context, I sought to make efficiency in the process by fast tracking the research proposal and ethics whilst still completing the IFS write up. This enabled me to begin the data collection earlier and transition smoothly between the phases. By this stage I had very much internalised my dual professional roles as educational leader and educational learner. In some senses this also made me a better listener and more patient observer, taking the time to deeply understand complex professional issues and also to apply relevant scaffolding around problem solving.

A final less fortunate feature of this period is, I had lost contact with most of my starting cohort by this stage, and had very little contact with my peers from the international group. Offsetting this however, the relationship with my supervisor began to take on greater significance and arrived at a very nice balance of support and autonomy.

Thesis Stage - Toward a model of Human Flourishing - a longitudinal test case

This period of research brought with it a professional paradox I was not expecting. In my professional context I was very used to coaching staff to help students, sharing anecdotes about improving student motivation and generally helping with strategy for stimulating high performance. However, as I was now working specifically with a small group of students, and bound by confidentiality to that group, I felt less connected with colleagues who carried on doing their best with their own tutees. On the other side, I relished the relationships that developed through the coaching, I was able to test ideas and theories I had been incubating for many years and really learn their value from a rich, yet raw, student perspective. There were highs and lows throughout, some things immediately resonated and others didn't, the reflexivity afforded in the approach made this a very authentic experience and hence highly relevant and exciting.

Reaching the end of the intervention and the study was bittersweet. The write-up was impending and the project was coming to an end. Having arrived at a phenomenological orientation, there was (again) much to learn about the roots of this method and some skill required to tie this with the quantitative data.

The rest has been writing and openness to learning.

Bruce Lee is credited with the saying “all knowledge leads to self-knowledge”. So, what have I learned? To flourish means to reach our highest potential, individually and collectively. This is the work of schools. And, to do so requires a mindset, and a process which can be measured, taught and applied.

Impact Statement

The foregrounding and most important outcome of this project, is to make people's lives better. Whether this is a broader audience, small or large, or just those young people exposed to the coaching intervention, its success must be judged on these grounds.

Beyond that, this study adds to the empirical evidence base to build the case for, and possible process of implementation for positive education. This sets the scene for the Circular Flow Model of Flourishing to become a staple in school curriculum and a guiding philosophical frame for school-based pedagogical development.

Re-evoking the lines of inquiry that Fordyce and others (M. E. P. Seligman, Rashid, & Parks, 2006) began to carve out in the 1970s by broadening the scope of inquiry to multidimensional interventions, this study also squarely addresses the need for a dynamic model for explaining the processes of Flourishing, and is a forerunner in identity interventions for school based positive psychology. Further to this, it offers pedagogical insights in support of team-based coaching and micro-lessons which can be explored and leveraged further.

Fordyce's programme orientation was born from the behaviourist hypothesis which held that by replicating behaviours of happy people, one can oneself become happier. Similarly, this study takes selected practices thought to lead to greater flourishing and employs them in order to help young people in expressing our ultimate humanness (Fordyce, 1977). This is important as "although research has begun to reveal the conditions under which positive activities increase wellbeing, investigators know little about how positive activities work and about the processes by which they boost wellbeing" (Lyubomirsky & Layous, 2013, pp. 61). That is, "the effectiveness of PPI (positive psychology interventions) in terms of affective variables has received substantial support; however, clarifying the underlying processes remains of interest" (Antoine, Dauvier, Andreotti, & Congard, 2018, pp. 141). This is a well-recognised gap.

In developing and exploring this model and its impact on young people over a twelve-month period I have come to understand that the people that most need to know how these activities (i.e. their behaviour) interrelate and affect 'well-being' are not the psychologists, but the everyday people engaged in their everyday activities. Hence, beginning by understanding and describing the essence of the phenomena under consideration is the most necessary knowledge for developing it.

Finally, this project builds bridges between identity, coaching, positive psychology, humanistic psychology and education, yet cannot be said to be completely one or the other. I have often imagined a dinner party to which I had invited Martin Seligman, Erik Erickson, Anthony Grant and (for good measure) John Keynes to discuss what might become our model, theory and pedagogy for promoting human flourishing. This is as close as I have come.

Acknowledgements

I would like to give special thanks to my Supervisor, Dr. Tamjid Mujtaba; my former Principal, Tom Walsh, for supporting the project within the context of my work; to my parents, Jane and Desi, for nurturing critical thinking, healthy debate, creativity and care for others; and most importantly, to my wife, Aleisha, for her ongoing support, encouragement and patience.

Declaration of Words

I hereby declare that, except where explicit attribution is made, the work presented in this thesis is entirely my own.

The word count (exclusive of appendices and bibliography) is 44123 words. The word count for the appendices is 41377 words.

Signed: __________ Date: 29.07.2020

List of Appendices

Appendices	150
Appendix 1 Circular Flow Model of Flourishing Survey	150
Appendix 2 Factor Structure Analysis from Institution Focussed Study	154
Appendix 2.1 Factor Analysis	154
Appendix 2.2 Reliability Analysis	157
Appendix 2.3 Convergent Validity	160
Appendix 2.4 Exploratory Analysis	163
Appendix 3 Benchmarks from Pilot Study	169
Appendix 4 First Person Textural Descriptions	171
Appendix 4.1 Harold	171
Appendix 4.2 James	178
Appendix 4.3 Mia	185
Appendix 4.4 Emily	193
Appendix 4.5 Nicolas	199
Appendix 4.6 Olga	203
Appendix 5 Intervention Resources	209
Appendix 5.1 Interview Questions 1	209
Appendix 5.2 Interview Questions 2	210
Appendix 5.3 Time Audit 1	211
Appendix 5.4 Time Audit 2	213
Appendix 6 Transcripts	215
Emily Interview 1	215
Emily Interview 2	220
Harold Interview 1	223
Harold Interview 2	229
James Interview 1	235
James Interview 2	240
Mia Interview 1	244
Mia Interview 2	251
Nicholas Interview 1	257
Nicholas Interview 2	261
Olga Interview 1	264
Olga Interview 2	269

List of Tables

Table 3.1.1 Experimental Design Summary	58
Table 3.2.1 Participant Demographic Information	67
Table 3.3.1 Intervention Summary	68
Table 3.3.1 Intervention Syllabus	73
Table 3.4.1 Data Collection Timeline	76
Table 4.1.1 Control Group Pre-Intervention CFMF Survey	84
Table 4.1.2 Control Group Post-Intervention CFMF Survey	85
Table 4.1.3 Control Group Post-Intervention Follow-Up CFMF Survey	86
Table 4.1.4 Control Group Within-Group T-Test P-Values	87
Table 4.1.5 Intervention Group Pre-Intervention CFMF Survey	88
Table 4.1.6 Intervention Group Post-Intervention CFMF Survey	89
Table 4.1.7 Intervention Group Post-Intervention Follow-Up CFMF Survey	90
Table 4.1.8 Intervention Group Within-Group T-Test P-Values	90
Table 4.1.9 Between Group Comparison of Means	93
Table 4.1.10 Between Group T-Test P-Values	93
Table 5.1.1 Intervention Group Identity Status Categorisation	139

List of Figures

Figure 2.3.1 The Circular Flow Model of Flourishing	38
Figure 5.1.1 Identity Development and the CFMF (Mia)	140
Figure 5.1.2 Identity Development and the CFMF (Harold)	141
Figure 5.1.3 Identity Development and the CFMF (Nicolas)	142

Chapter 1: Introduction

1.1 Personal positioning

In introducing this thesis, I take the opportunity to plant a number of philosophical thought markers very early, to each I will circle back at appropriate junctions throughout the thesis. Whilst I do not consider them as rigid, I feel they add something to the interpretation of the paper, to better tracing the development of key themes, and to anchoring it in wider spheres of knowledge.

The concept of education itself contains the implicit assumption that 'it', the still undefined, 'it', is inherently good, and necessary for leading a good life. Indeed, rationally speaking, *ceteris paribus*, given the choice between being more or less educated, our general sensibilities incline us toward the former. However, the relative clarity at this level of the discussion may unwittingly provide false confidence regarding our deeper understandings of the modern enactment of the construct as it applies in institutional 'school' based forms. As an insider to the profession, having applied myself in almost every facet of Western national and international systems (as teacher, coach, mentor, pastoral leader, curriculum leader, school administrator, bus driver, chair stacker, litter collector, and anything else demanded in the name of education) I am alarmed, given the nature of the assumption (and those which follow from it) that fundamental questions about what education is and should be are not addressed, and notions of quality not interrogated sufficiently in practice, nor in public. My suspicions are heightened even further when taking account of the systematic de-professionalisation of our craft (Ball, 2012), which is at least partly consequential to my dissonance. This observation, in concert with my own agentic and experiential meaning making, has led at least in some part to this current thesis, which I consider part remedy and part justification to the fundamental question of: what then, makes education good, or, 'positive'?

Carrying through the popular knife analogy (Wolbert, de Ruyter, & Schinkel, 2015), a good 'anything' in a philosophical sense, is that which does perfectly, what it is designed to do. A good knife is one that cuts perfectly, and slices with ease and accuracy. A good butterfly is one that brings beauty into the world,

plays its ecological role and reproduces. Defining a good education, is more problematic than defining a good butterfly or knife, given that education exists only to support humans to do perfectly, what they are designed to do. Of further complication, is that the previous proposition brings another uncertainty in the form of: what is it that humans are designed to do? I will come to this point in a few sentences, but first wish to return to education and the butterfly. Without making the cliché (simplistic and ultimately unhelpful) argument that education is like a cocoon, let us consider 'good' cocoons. A good cocoon is one which enables the butterfly to emerge perfectly into the world. If there were no butterflies there would be no cocoons, or at least no useful criteria for assessing their quality. Similarly with education, if there were no subjects of education, commonly known as students, there would be no education, and once devoid of purpose it too is banished into meaninglessness.

One could ask fairly, are you speaking of Education or of schools? To which I have to answer: broadly about education and specifically about schools.

Though we have cause to wonder at times, given that a school's *raison d'être* is to educate, notwithstanding the radical possibility of rethinking 'schools' altogether, I believe the 'synonymity' is almost tenable. However, we need to be careful not to take the distinction entirely for granted. One could also argue that the perspective one has, informs one's judgement of Education. For instance, a school (rather than an education) may be valued by a teacher as it provides income to support a family in exchange for labour, or by a parent as it provides safety and supervision for children while the parent works. Both are examples of humans (the teacher or parent) trying to do perfectly what humans are designed to do, but neither is a reflection of the essence of an education. It is true that just as there would be no education without subjects to educate, there would be no schools without Education. Therefore, whilst considering a school, as the functional site of education, the truest value is in consideration of Education. That now said, we arrive at the proposition that: schools which are best aligned with the ultimate aim of education are the best schools, and an education that is best aligned with the ultimate aim of humans, is the best education.

If that is clear, then to progress further we must shift our consideration to the question we paused at earlier: what then, are humans perfectly designed to do?

Taking an Aristotelian cue, as is most common of the founders and the followers of Positive Psychology (Kristjánsson, 2016b), one can reason that the ultimate goal of humanhood is to reach one's fullest human potential. Reasoning from the observation that inside the animal kingdom, humans have the distinct and exclusive capacity for moral reasoning, Aristotle posited that it is this feature that should be pursued and performed perfectly, in doing what we ought to do. This thread is rightly evident in Peterson's work on character strengths and virtues, which has been a corner stone of the 'new' positive psychology. Though I concede that the following sentence is practically untenable, I shall deposit it here and return to a more nuanced argument in Chapter 5. In negotiating our 'objects of choice and avoidance', it is our humanly responsibility that we maximise all of the (morally justifiable) physical, social, emotional, and intellectual potential inherent within each of us. Adding a degree of complexity to the argument, Aristotle carries on to say that for human flourishing (otherwise known as the 'good life', or, 'doing perfectly what one is designed to do') one must not only fulfil one's highest potential, but must also *want* to do so (i.e. to do what one *wants* to do, *and* what one *ought* to do) (Aristotle, trans. 2017). Note, how it is masterfully left to the individual to leap the final hurdle in discovering the necessity for alignment between the two clauses.

Many others have followed this line of reasoning and also arrived at the conclusion that 'flourishing' may be the ideal aim of Education (Kristjánsson, 2016a, 2016b; Wolbert et al., 2015). Despite the logical deduction, translating this into practice remains with its challenges. For instance, Peterson's concept of an 'enabling institution', picked up by White and colleagues (White & Waters, 2015), seems supportive of this proposition, though it falls down slightly under philosophical scrutiny as it defines the 'good school' as one which "fosters academic excellence whilst contributing to moral fulfilment" (pp. 69). This statement is very well in the right direction in this regard, though he has stopped short of where he ought to have arrived. Circling back to our original conundrum, it seems reasonable to accept that a well-educated person, is one who, as a consequence of his or her education is progressing toward one's highest human potentiality in full accordance to an ethic of moral virtue. And hence, a good education is one which accelerates or maximises this development. Under these conditions, education is therefore justifiably good and worthy of the ori-

ginal assumption: but what can be said of Schools? A school that “fosters academic excellence whilst contributing to moral fulfilment” may indeed not be doing any harm, but could not be judged a “good school” on these criteria alone.

As you read on, and are introduced in Chapter 4.2 to the experiences of the young people engaged with this study. Keep these questions in mind. Be attentive to what they ‘want to’ and ‘ought to’ do as they perceive it, and the tensions they face overcoming themselves within a school system not meeting their needs. Their unique, yet not extraordinary, experiences, exemplify a struggle within a system that confuses its ultimate purpose, or at the very least, severely misjudges the means likely to bring it about. This has been but one hole, through which dissonant waters leak, slowly adding weight to my professional conscious. All students are perfectly capable of flourishing, yet ‘education’ and the structures in place to facilitate it often seem absurdly at odds with this.

This thesis is a timely professional journey which is motivated by deep sympathies toward a more progressive and personal education. As a physical and health educator by training, I bring to my work a wider appreciation of health promotion and a heightened awareness of the alarming forecasts about mental health in particular (WHO, 2011). Even more formative than that however, I was raised in a household of psychiatric nurses, and hence cognitive behaviour therapy and the associated thinking and behavioural techniques have always felt very natural to me. In past professional lives, I have taken exception to health education curriculums with superficial pedagogical underpinnings, and I have written and delivered alternative curriculums based upon positive psychology since 2008. Throughout this time, I realised the great value this offered young people, yet found transporting it within education was often difficult. Despite ‘positive education’ being a relatively attractive proposition, its uptake was limited due to a lack of an appropriate funnel that captured new learnings in positive psychology and arranged them in a way which gave them a greater global significance.

Therefore, I entered into the Educational Doctorate programme with the agenda;

1. to develop a theoretical framework for human flourishing;
2. to develop a psychometrically valid way of measuring it;
3. to work with young people longitudinally using the model and the measurement tool to improve their flourishing outcomes.

This thesis relates for the most part to the third agenda item. The specific research questions for which are presented at the conclusion of Chapter 1.2 following some further contextualisation and insight into (1) the development of a theoretical framework for human flourishing and (2) the development of a psychometrically valid way of measuring flourishing (as it is operationalised in point 1).

1.2 The Journey

1.2.1 Development of a theoretical framework for human flourishing

In this section, I seek to provide a brief overview of the development of Circular Flow Model of Flourishing (CFMF). As a recent graduate of an MBA programme, I was influenced heavily by economics as I worked on a framework which could support the positive psychology within an educational setting. The model took shape over a decade of personal research, reading, field testing, teaching, and reflecting on the lessons of positive psychology as they are applicable in the classroom. This cumulated throughout an intense period of writing and deep work during the doctoral taught courses; parts of which were written up in earlier Doctoral programme elements and are currently under consideration for publication. Its development was iterative, integrative, constructivist, and dialogical; particularly in its early stages as I transitioned from teaching courses in secondary school based on Seligman's PERMA model of flourishing, to searching for extensions and revisions which were more resonant with the targets of this work. The CFMF is the foundation upon which this study is built. It is therefore, simultaneously the target and object of the inquiry. Hence, it is imperative that it be replicated here in this thesis and embedded within the literature.

“One always begins with a theory. The only question is whether or not that theory is made explicit and testable, or remains implicit and untestable. Only when theories are made explicit can their propositions be falsified”.

(Kroger & Marcia, 2011, p. 31)

Whilst the fuller description follows in Chapter 2.3, it will be a useful primer to offer a short account at this juncture. The Circular Flow Model of Flourishing holds that, one has certain ‘factors of production’, which are deployed for chosen activities. Our factors of production take the form of our time, our attention, and our energy. These are the only resources with which we can impact

the world. The activities in which our factors of production are directed bring about a return on investment in the form of 'flourishing'. Flourishing is seen in the sum of our feeling-good, doing-well, and being-connected. Based on the premise of radical constructivism (though not incompatible with alternative orientations), it follows therefore, that one promotes flourishing by maximising the return on investment of one's factors of production. Articulated another way: human beings turn time, attention, and energy into feeling-good, being-connected and doing-well.

With the model and central idea now in place, and set firmly within its theoretical nest (keeping true to its economic inspiration), the task became (2) to develop a psychometrically valid way of measuring it.

1.2.2 Development of a psychometrically valid measurement tool

Given the particular operationalisation of the and theorised interrelation between constructs in the CFMF, it was necessary to develop a measurement tool which was suitable to accompany it. The development of the measurement tool was conducted over two phases throughout the course of Doctoral programme.

Stage one was conducted during Methods of Enquiry 2 (MOE2). This involved survey item generation and refinement. Stage two was conducted for the Institution Focussed Study (IFS) and gathered data for psychometric validation and final refinement of the survey. Development and validation of the survey served two purposes. The first was a form of validation of the model's linkages. Being able to identify the constructs within the survey responses enabled further enquiry into the way in which they interrelate and helped inform theory and hypothesis. The second purpose was to improve the research-ability and tracking potential of the model as a framework for promoting flourishing in order to make it attractive to a wider audience.

The completion of this piece formed just the beginning of an ongoing process of psychometric validation of the survey and ever deeper exploration into the work-

ing of the model. Even so, the encouraging results of the IFS study supported the progression of the project toward the final leg of the research journey; (3) to work with young people longitudinally using the model and the measurement tool to improve their flourishing outcomes. Further information about the 'CFMF Survey' is included in Chapter 3 and more thoroughly in Appendix 1.0.

1.2.3 Research Questions

Building upon these beginnings, many questions emerged.

If flourishing is to be an aim of education (and, as I have set out in Chapter 1, I believe that it is), then what are the means by which it can be achieved? What makes any theory of flourishing an appropriate theory for positive education? Does the Circular Flow Model of Flourishing help students to improve their flourishing? These are questions I am hopeful will be answered in the coming decades through the greater alignment of diverse research traditions and appreciation of our collective efforts in discovering the truth, beauty, and goodness, of a positive education.

This requires a piece by piece approach, and as such, I have sought to be modest in construction of the research questions, taking account of the assumptions that are necessary to operationalise a study such as this, the resources to which I had access, and my commitment to the Circular Flow Model of Flourishing as a unique theoretical framework.

Two clear research questions took shape.

1. Can a programme of coaching, focussed on the introduction of a theoretical framework for human flourishing, increase young people's self-reports of flourishing?

The three significant features of this question are (i) coaching, (ii) introduction of a framework, and (iii) increase of self-reported flourishing. Coaching is chosen as a vehicle for the intervention (discussed further in Chapters 2 and 4) for both pragmatic and pedagogical purposes. Pragmatically, the scope of the project

allowed only for a small group more akin to tutoring or coaching than to a traditional class setting; and pedagogically, as the choice element of the CFMF demands that the student is at the centre of the learning process (see Chapter 2.3). Though this is not incompatible with more contemporary personalised education practices, coaching is seen as a more appropriate fit than teaching per se.

Secondly, the introduction of the CFMF to participants, provides them with a conceptual reference for their flourishing, through which they can understand and possibly alter their behaviours. It is possible that all frameworks impact students' flourishing, that none impact students' flourishing, or that some impact students' flourishing, though the present study is specifically concerned with the CFMF. Finally, mindful that all theories and definitions of flourishing are contestable in one way or another, I have intentionally specified self-report as opposed to pure objectifiable flourishing to acknowledge this epistemological limitation. Flourishing in this operationalisation specifically denotes one's relationship with time, attention, and energy as related to one's feeling-good, doing-well and being-connected (see Chapter 2.3).

This question, speaking plainly, is akin to asking, does it work? That is to say, does this particular mix of factors (this model, this version of flourishing, and this type of intervention, in this context) make the lives of young people better? Subsequent investigations may seek to answer and explore, which aspects did, or did not work, and to which extent?

Hypothesising about this question, as a result of the intervention and the selected positive activities, it was thought likely that there is an increase in factors of production (time, attention, and energy) as well as an increase in flourishing (feeling-good, being-connected, and doing-well). Which would increase, and the magnitude of each increase was less predictable and thought to be largely dependent upon numerous other variables, about which research question two is more suited to explore. Additionally, it was expected that, individual variations notwithstanding, and possibly some seasonal variation, all constructs in the control group would stay relatively similar and with no significant difference throughout.

The second question is decidedly more open-ended and concerns not only how, but, what is it like?

2. In what ways do students interact with and make sense of the theoretical framework for human flourishing to bring about cognitive and behavioural change?

Neither question is designed to offer conclusivity, merely to add to our understandings and check our directions.

Chapter 2, is set out to provide a short contextualisation of the major fields of interest, beginning with positive types of psychology and transitioning to positive education, before a full introduction of the CFMF. Following this, I seek to introduce the complementary theories of identity development and coaching psychology as they relate to the CFMF. As each develops in concert, I seek to build the case for a wider and more incorporative theoretical blending of the best of each field.

Chapter 2: Literature

This study fits within the agenda for educational effectiveness research set out by Chapman, Muijs, Reynolds, Sammons, & Teddlie (2015), and addresses many of the challenges they acknowledge within the school improvement field. The first and most important is with respect to engaging in the conversation about what constitutes an “effective education”. The second, is to heed the methodological call for a more balanced approach in an area which has been historically dominated by quantitative methodologically. Thirdly, which ties in closely to the first point, it focusses inward at the level of the student themselves. And finally, it aims to bring information from positive psychology into the “big tent” in a way which is accessible to practitioners.

As such, each theme covered in this short exploration of the literature is an integral thread of understanding for making sense of positive education within the modern enactment of educational systems referenced in Chapter 1.1. Each adds a shade to the wider conversation and brings with it, its very own philosophical hue. Chapter 2.1, positive ‘types of’ psychology, uses ‘types of’ deliberately in order to recognise and not discount its humanistic roots, or more contemporary theories of flourishing; Chapter 2.2, positive education, represents the recent progress (and limitations to progress) in education; Chapter 2.3, provides a full account of the CFMF; Chapter 2.4, coaching, illuminates the pedagogy for change at the interpersonal level, and Chapter 2.5 identity, recognises young people at their stage of development and as independent and autonomous meaning making or seeking beings.

2.1 Positive 'types of' Psychology

To begin, there are some terminological nuances in the discourse which are worth noting in order to avoid misinterpretation due to the significant overlap in meaning, and prolific interchangeability of the terms in the literature. These include the terms, positive psychology, positive psychotherapy, positive activities, wellbeing, and eudaimonia; each of which, employed as a search term, yields differing insights. Without wishing to devote significant attention to various competing understandings, I have chosen the simplest conceptualisations here in order to harmonise the interpretation of this thesis.

Positive psychology is “an umbrella term for the study of positive emotions, positive character traits and enabling institutions” (Seligman, Park, & Peterson. 2005, pp. 410) and is keenly distinct of ‘alleviating misery’, as has been the charge of mainstream psychology. Whilst positive psychotherapy bridges this gap in its emphasis toward using positive psychology to relieve depression (Seligman, et al. 2006). Positive activities are used in both positive psychology and positive psychotherapy. They are simple, intentional, and regular practices meant to mimic the myriad healthy thoughts and behaviours associated with naturally happy people (Lyubomirsky & Layous, 2013, pp. 57). Finally, the goal of positive psychology, as articulated by Seligman (2011b), who has himself changed his mind recently, is to increase flourishing (usually translated from the Greek word eudaimonia), whilst the topic of positive psychology, is wellbeing. The three words are often used interchangeably, though wellbeing usually has more objectivist connotations (e.g. “when individuals have the psychological, social and physical resources they need to meet particular psychological, social and/or physical challenges” - Dodge, Daly, Huyton, Sanders, 2012, pp. 230). The exception to this being in instances when it is explicitly labelled ‘subjective wellbeing’, in which case, it refers primarily to a hedonic state or satisfaction with life. Flourishing and eudaimonia, on the other hand, have broader philosophical undertones (e.g. a state that combines ‘doing well, behaving well and faring well’ - Wolbert, de Ruyter & Schinkel, 2012, pp. 118). Though these are far from unanimously agreed upon and the CFMF has taken further deviation on pragmatic grounds.

Returning to the roots, humanistic psychology, led most notably by scholars such as Carl Rogers and Abraham Maslow throughout the mid to late 20th century, provides the evolutionary pathway to what we now know as positive psychology. Though much has been made of this strained relationship (Franco, Friedman, & Arons, 2008; Friedman & Robbins, 2012; Kristjánsson, 2010; Rennie, 2012; Schneider, 2011; Waterman, 2013) they share many complementary foci and are most easily differentiated by the preference for qualitative (humanistic) or quantitative (positive) methods. Whether they are more similar, or more different, is simply a matter of orientation (G. J. Rich, 2018a). We are also beginning to see more methodological inclusivity. Nevertheless, it is worth noting in general terms that humanistic psychology “assumes that human beings strive to make the most of their potential through a process called self-actualization” (Hoy & Tarter, 2011, pp. 431). Whilst “positive psychology is similar to humanistic and phenomenological psychology because of the interest in the individual’s sense-making experience” (Hoy & Tarter, 2011, pp. 432) and orientation toward a good, or positive, or thriving, or flourishing, life. Others have made the case for the emergence of a positive psychology from the ‘forgotten’ third aim of psychology, describing it “as the study of conditions and processes that contribute to the betterment of ordinary people” with a “focus on finding ‘what goes well’ in humans, and developing and exploring strengths and virtues rather than correcting the weak” (Bozkurt, 2014, pp. 453). Perhaps the most notable distinction, however, is found in the methods through which the questions of improving the human experience are pursued. In any case, the proverbial torch has been passed, borrowed, or re-kindled by Seligman and colleagues around the beginning of this millennium, and henceforth, we will broadly consider them together as ‘positive types’ in the hope of a more unified and conciliatory future relationship.

Positive psychology is thought to operate at three interconnected levels; these being the subjective, individual and the societal. From the subjective perspective, emotions and traits are seen as abstractions from living beings and context, the individual level draws together the effect of these on people’s behaviour, motivation and life satisfaction, and the societal level considers how the individual interacts with others in his or her immediate sphere of engagement.

“The interaction between these assets is expected to work as follows: Positive traits or strengths provoke positive experiences and affects such as optimism, hope, creativity and self-sufficiency. These experiences in return have positive effects on the wellbeing of communities and institutions. In other words, the individuals, who discover their strengths and learn to use them in their interactions with people and in solving problems, experience more intense positive experiences and affects, and the resulting synergy increases the happiness and wellbeing of institutions and societies as a whole”

(Bozkurt, 2014, pp. 454).

This type of explanatory hypothesis underpins much of the current scholarship in positive psychology yet is rather insufficient as a model for how an individual might be empowered to take control of one’s life circumstances and/or to act intrinsically and purposefully toward promoting one’s own flourishing. Essentially it argues that, if everybody uses their strengths and talents, all the everybody’s will be happy and therefore more people will be happy.

The case seems to be that, in building the foundation of positive psychology, researchers have devoted significant intellectual and scientific resources to building an evidence base for individual interventions, referred to as ‘positive psychology interventions’ or PPIs from here on (Bolier et al., 2013; Cohn & Fredrickson, 2010; Gander, Proyer, Ruch, & Wyss, 2012; Seligman, Steen, Park, & Peterson, 2005; Seligman, Ernst, Gillham, Reivich, & Linkins, 2009). Some of the most notable of these include using signature strengths, the three good things activity, gratitude visit, loving kindness meditation, and best possible selves activity (Cohn & Fredrickson, 2010; Mongrain & Anselmo-Matthews, 2012; Owens & Paterson, 2013; Seligman et al., 2005). What is lacking however, is the thorough consideration and discussion about how and why this is the case, and what that might mean in different applied contexts.

Difficulties in replication of studies notwithstanding, taken over time, it is clear that PPIs offer moderate effects on alleviating depression and promoting well-being. Recent work is also ongoing on individual differences and preferences toward specific PPIs (Antoine et al., 2018) as well as evaluation of the different

situational variables which may impact these outcomes. For instance, one study found that web-based delivery of PPIs produced identical results for the intervention and placebo groups in self-selected online populations (Woodworth, O'Brien-Malone, Diamond, & Schuz, 2017). "The intriguing feature of this study is not that the PPIs did not act as hypothesised, they improved happiness and reduced depression over the six month timeframe, but that the placebo acted similarly" (Woodworth et al., 2017, pp. 240). Again, these findings are interesting as isolated phenomena, yet lack the coordination that make them actually meaningful.

Another criticism, is that much of the research on PPIs has been on single interventions and online. Online interventions have been shown to have positive effects (Schueller & Parks, 2012), however often this comes with a fifty or more percent attrition rate. When effect sizes are small anyway, one wonders whether those who dropped out of the study did so because they felt no benefit, and hence the reported change is exaggerated. This undermines some of the original enthusiasm surrounding the ways in which PPIs may support web-based populations and is a further reason in support of the need for better explanatory processes to be developed. What we now know, on a micro-level, is that some positive activities increase wellbeing and decrease anxiety. What we do not know however, is how each fit into a meta-picture.

This has implications for the way in which we discuss and frame our arguments, our studies, our hypothesis, and our propositions. Does being high in hope, or gratitude, or optimism, for example, cause you to flourish, or does it contribute to one's flourishing, or, are you so, because you flourish? "Put differently, if the conception of 'positivity' is not logically independent of the conception of 'flourishing', then these causal claims are vacuous; they are tantamount to saying, 'having lots of money (which constitutes being rich) is conducive to being rich'" (Held, 2018, pp. 317).

Therefore, the current state of affairs, if I may call it that, is that there is a general intuitive, and scientific agreement on a number of key behaviours and frames of thinking which typically improve a person's life outcomes, and, without diving too deep into the topic of the limitations of defining and measuring key

variables (Hone, Jarden, Schofield, & Duncan, 2014), there are a number of different conceptualisations of activities one can practise to bring about more habitual expression of these behaviours and frames of thinking. What is not yet clear, are the pathways by which these first two propositions manifest, or which is most appropriate for education. It is precisely here in which this thesis joins the conversation.

2.2 Positive Education

In short, positive education is the application of positive ‘types of’ psychology in schools. Others have suggested that it is an “umbrella term used to describe empirically validated interventions and programmes from positive psychology that have an impact on students’ wellbeing” (White, 2018, pp. 2); and, others still have painted it as “education for traditional skills and for happiness” (Seligman et al., 2009, pp. 293). More specific and expansive definitions have also been forwarded (such as in Bozkurt, 2014), suggesting that positive education differs from traditional education in two specific foci. The first is “to create learning climate in class where individual learners should take information and creatively construct it according to their own capacities and views” (p. 455) and the second, “to promote a living climate at schools that will foster intellectual, emotional and physical ‘wellbeing’ in students; so as to prevent the potential academic and emotional problems before they occur or reoccur” (p. 455). Most ideologically though, some have even suggested that “it would appear schools have a duty of care to educate their students on wellbeing and implement interventions aimed at increasing the optimal functioning of their students, staff and community” (Bozkurt, 2014, pp. 455). However, “while definitions of positive education are appealing at a theoretical level, they leave little guidance for teacher practice” (White, 2018, pp. 2). Perhaps the most notable, yet difficult to replicate forays into it have been Seligman’s direct personal involvement with a number of schools in Australia (Seligman, 2013). These provide good examples, yet the intensive investment and specialist knowledge which supported the projects are simply not available to most schools.

Given the issues discussed in the previous section, it is not surprising that actually embedding a positive education agenda within schools shares many of the same potential and problems. For instance, “major gaps exist between research and practice. The positive psychology interventions used in positive education have a strong evidence base but less is known about their efficiency within complex school environments” (Halliday et al., 2018, pp. 1) and even less about how they fit together and interrelate within a holistic positive education framework. To give a specific example, much work has been done on discovering the strengths yet far less on utilising them (Bozkurt, 2014).

“Applying simple interventions within the complexity of educational settings is a challenging task” (White & Kern, 2018, pp. 9). The most successful programmes give careful consideration of the evidence for the PPIs they employ, to best practice teaching and pedagogical principles for learning, to school culture, to institutional openness and alignment with a philosophy of positive education, and to the broader objectives of the organisation and other contextual factors. White & Kern (2018), would describe this as a “combination of caught and taught approaches” yet rightly warn that, “success is not immediate, nor imminent”, “rhetoric can run ahead of science” and that, “activity is not impact” (pp. 1), hence, longitudinal studies are needed.

An example of this is seen in a study by Rich & Schachter (2012) which looked at the impact of strong high school climates in fostering identity development in students. The key indicators of this were students’ positive social climates, experiencing meaningful studies, and affirmation of students’ agency and exploration. The results showed that (i) schools with identity promoting features support student identity exploration, (ii) teachers acting as role models are more effective for identity exploration than teachers who are simply caring, and (iii) experiencing meaningful studies is especially important. Similarly, Syed & Seiffge-Krenke (2013), found that youth progressed faster in terms of their ego and identity development (discussed further in Chapter 2.4) in families that actively promoted personal growth. They explain that, “in terms of fostering ego development, it appears that simply providing a warm and supportive environment is not sufficient. Rather, engaging in family practices that specifically target autonomy and personal growth is what has an impact on the adolescent’s ego development” (pp. 380). This is to say that, positive education is more than a positive environment, and more than positive psychology interventions applied to young people.

White & Kern (2018), note that “positive education has made significant progress, but future research and application will benefit from a unified theoretical framework that adequately incorporates educational knowledge and pedagogical practice” (pp. 1). I concur with this and feel encouraged that the philosophical accounts of flourishing are beginning to correlate more closely among those furthering the agenda (see Wolbert, de Ruyter & Schinkel, 2015; and Kristjáns-

son, 2020, for example). This is an important development as it is the logical first step in sketching out a relevant, impactful, and tangible, mode of education to support the idea. However, many of the current proposals for our future orientations might be considered decidedly less than compelling and possibly even bland. Brighouse's (2005) call for lessons on parenting and work-life balance falls within this category. More radical ideas, such as those championed by White (2011) seem to be necessary for any long lasting and meaningful change.

In any case, the hope is to offer in the CFMF, a framework which can support the theory, practice and pedagogical approaches to embedding a positive education culture within schools, and organising the work which occurs within them.

Taking stock in this section, it is clear to note two things. On the one hand, the meta-narrative matters greatly. That is to say, the theory, philosophy and psychology must be well thought through and researched. On the other hand, the contextual-narrative is equally important. We need impactful ways of embedding this into school ecosystems, without ruling out a more radical rethinking of the schools themselves.

2.3 The Circular Flow Model of Flourishing

There are various accounts of flourishing currently employed in this field, each offering its own nuanced version of the good life, and emerging from its own unique thought-path. These can be categorised in a number of different ways. Commonly they are differentiated as hedonic, or eudemonic, or, as either subjective, objective, or subjective (Kristjánsson, 2020). Subjective accounts of flourishing emphasise satisfaction with life and hedonism as the major indicators and determinants of flourishing. Objective accounts are based on observable criteria which are thought to represent flourishing. Whilst subjective accounts combine aspects of both the subjective and objective into a blended theoretical conceptualisation. The general trend in the last decade has been to see the subjective accounts evolving toward objective positions. Even Diener, who pioneered a lot of the subjective wellbeing work has moved in this direction. Those who are faithful to objective notions are less likely to mix their colours, though any construction of flourishing that can truly be measured objectively runs the serious risk of drifting toward the benign.

Hone, Jardin, Schofield and Duncan (2014) traced the roots of four contemporary conceptualisations of flourishing. They highlight that a “failure to agree upon a definition suggests that researchers are unclear what to include in their definition of flourishing” (p. 72). However, they also noted some significant relatedness and consistency. Of those definitions included in the comparison, some forged their path beginning by looking at the opposite of that which makes humans depressed and unwell (Keyes; Huppert & So), one took a universal-needs approach built upon humanistic psychology (Diener, et al.), and the other theorised from ‘what people choose freely for their own sake’ (Seligman). The former represent a more positively framed, but still biomedical approach based on objectivist understandings, whereas universal-needs thinking has typically been associated with subjective and hedonistic psychological approaches. Finally, the latter, blends the objectivist and subjectivist accounts alongside a slightly more philosophically nuanced psychology.

Of the subjective accounts, Seligman’s PERMA is perhaps most notable. The PERMA model accords flourishing with having sufficient positive emotion, en-

agement, relationships, meaning and purpose, and accomplishment in one's life. The current concept (2011) developed from Seligman's earlier work (2002) evolved to include meaning and purpose and engagement as elements. Whilst I sympathise with each element, I find their arrangement a little under-developed. To analogize, it is akin to listing the parts of a combustion engine, without describing how they fit together to power an automobile.

Another stalwart of the subjective accounts has been Ryan and Deci's (2001) self-determination theory (SDT). This relates to one's feeling of competence, autonomy, and relatedness. These constructs align better with a dynamic model than an end-state, and are more usable as a result. It is also more compatible with more philosophical conceptualisations of flourishing. Both accounts have a well-theorised and researched literature surrounding them, and both surely have something to say about how humans flourish. However, in teaching courses of positive education on these topics over a decade, they are found to be intuitive, yet not sufficiently catalysing of the human emotion that might stimulate powerful growth and change. In this case, I conclude, either they are incomplete as explanatory models, or they are lacking a certain substance and deep enough grounding in our broader purpose as beings.

Aristotelian and neo-Aristotelian accounts (bearing in mind that neo-Aristotelian accounts vary widely in emphasis, inclusion, and omission) address this latter limitation in a much more intentional way (Kristjánsson, 2020), though they are also limiting for many of the same reasons.

Aristotelian flourishing, brought forward from the writings of Aristotle, particularly *Nicomachean Ethics* and *Politics*, offers an account of human flourishing that begins with "becoming the best specimen of one's species that one can possibly be" (Kristjánsson, 2020, p. 4) and places a special emphasis on moral development in the achievement of this aim. Whilst other accounts are not incompatible with Aristotelianism, the associated moral imperative and emphasis on fullest potential give these greater completeness and coherence as a unifying theory of how to live a good life. That said, they often lack practicability. From an applied perspective, for positive education, discussions about flourishing are well and good, however, what is critical, is a model which relates with young

people and supports them in taking steps, small or large, in the right directions. The CFMF is a model with an objective account of flourishing in the neo-Aristotelian tradition, that is deeply concerned with personal utility. More precisely, it is an objective theory of flourishing based on a subjective (self-report) measurement tool (see Chapter 3.1.1). Furthermore, it is also a comprehensive theory of change and being which incorporates and extends the current accounts of flourishing.

Below, in Figure 2.3.1, is the full model, outlining the basic proposition and some associated impacting factors. Each will be summarised briefly (beginning with identity and moving clockwise around the model) in what follows to provide the fullest appreciation for the intentions of this thesis.

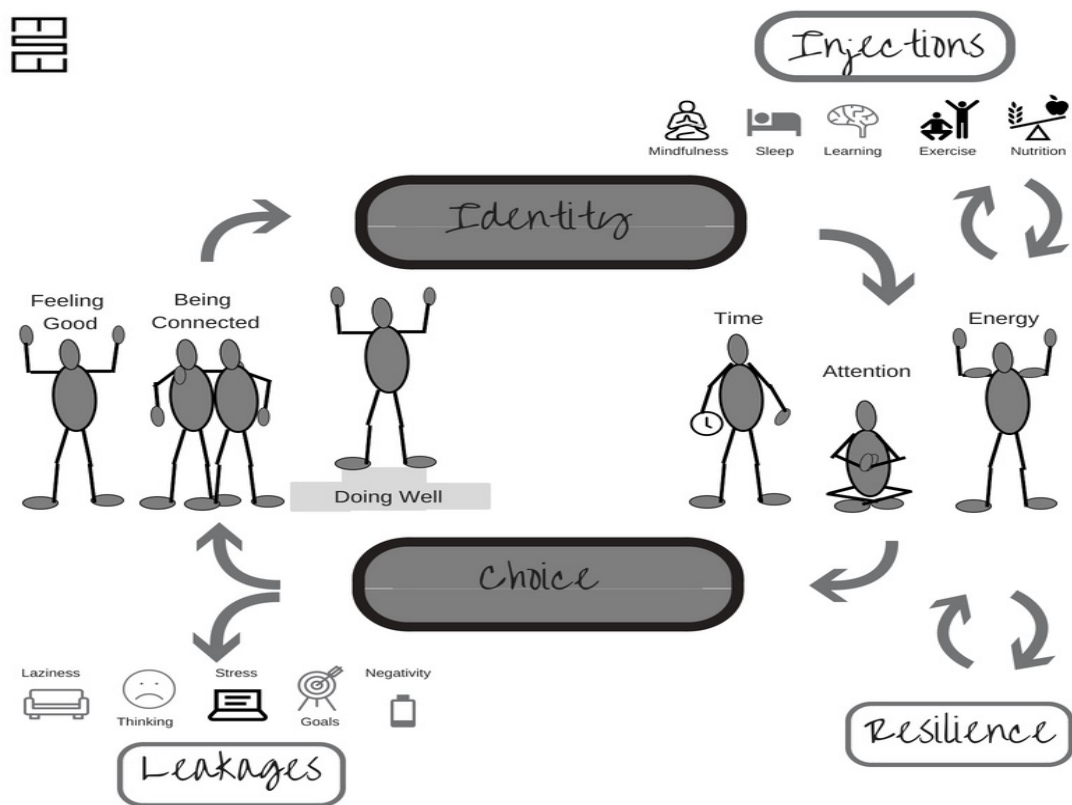


Figure 2.3.1 The Circular Flow Model of Flourishing

Identity

The CFMF begins with acknowledgement of individual identity. We each hold different values and beliefs; different ideas of what leading the good life is; different knowledge; personal advantages and disadvantages; different learned

and constructed ways of being in the world; and different visions of ourselves. This is represented in the concept of identity, or how one understands oneself (in relation to others). More can be said on the topic of identity and selves (see Kristjánsson, 2010, for a fuller discussion) yet, for the purposes of this thesis we understand identity as “an internal sense of continuity and coherence across time and life domains (Syed & Seiffge-Krenke, 2013, pp. 374). This shapes our choices, and vice versa, our choices shape our identity. In performative terminology, identity drives behaviour, behaviour drives performance, performance drives identity. As an operationalisation, identity is discussed and explored throughout the intervention with reference to the four most resonant/dominant identity constructs/commitments a person connects with.

Factors of Production

At the most fundamental level, all that one truly has is one’s time, attention, and energy. These are the basic inputs for creation of anything. These are the only resources with which one can affect any action in the world. Collectively, these are our ‘Factors of Production’ (FoP). The equivalent concepts in the economic model are land, labour, and capital.

Time: Time is a unit through which we can objectively measure moments in life; there is no quality of time, only a quantity. Hence, we do not ever truly possess time; we merely exist in it. Time is a finite resource and one that we cannot influence greatly. Each of us has just the same twenty-four hours per day and sixty minutes per hour. Outside of understanding the opportunity costs and trade-offs we make through our choices regarding our time, and despite the glut of teaching and writing on time-management, it is reasonable to suggest that we cannot increase this factor. For this reason, it is worth mentioning here, but is not thought to be worthy of the same emphasis that energy and attention are afforded. An example to clarify Time as a factor of production is choosing between doing an additional hour of homework or an additional hour of personal reading for instance. The opportunity cost of the homework, is the reading, and vice versa; hence, one must weigh up the marginal benefit of each with regard to the likely return on the investment.

Energy: Energy is the physical and physic quantity of vitality one feels able to harness in a given direction at a given time. Energy mediates the intensity with which one engages one's time. Having more energy will result in more efficient use of time. For example, if one attends to homework for one hour with very low energy, one is unlikely to realise as great an output as attending to it with increased energy.

Attention: "Attention is the process that regulates states of consciousness by admitting or denying admission to various contents into consciousness. Ideas, feelings, wishes, or sensations can appear in consciousness and therefore become real to a person only when attention is turned to them" (Csikszentmihalyi, 2014, p. 3). Attending only to the things that are of benefit and limiting distraction across one's invested time, is critical to the full utilisation of factors of production. Csikszentmihalyi (2014), recognised and highlights the importance of Attention in stating, "the sum of all the contents admitted into consciousness determines the quality of a person's life experience" (p. 18). A person undertaking personal reading without full attention can easily reach the end of the chapter and have forgotten the preceding pages.

These are our factors of production and we can say of them that (i) Energy mediates Time potential, and (ii) Attention directs energy. Everything else gained in life that could be considered a resource is either a result of the utilisation of Time, Attention, and Energy or is a competitive advantage one has inherited, which may be squandered by future inefficient allocation of one's FoP. If everything was taken, assuming freedom remained (Csikszentmihalyi & Graef, 2014), these assets would be all that was left to rule over. Once the true human resources are understood and one is aware of one's own choosing, consideration must be given to how one allocates these resources. What people "choose freely and for its own sake" was the central concern of Seligman (2011b) and is also a critical aspect of this model. Where one chooses to invest one's Time, Attention, and Energy is the primary element of the model, and linking what people choose, to the outcomes people experience (their level of experienced flourishing), is the first function of the model. These links highlight a direct locus of control and explanatory condition between what we choose and the flourishing we experience which are not made explicit in other models (for example in

Keys, Huppert & So, Deiner et al., or Seligman et, al. see Hone, Jarden, Schofield & Duncan, 2014).

Choice

Choice, and ownership of one's choices, are fundamental to the CFMF. In considering what one chooses, it is possible to draw parallels with the concept of engagement and flow described by Seligman & Csikszentmihalyi (2000). Engagement is closely linked with the concept of meaning and purpose and with character strength research (Quinlan, Swain, & Vella-Brodrick, 2012). Choosing things that we are likely to be engaged in (for example, an hour of personal reading) is likely to result in a greater sense of flow, and generally to bring about more positive emotion, whilst learning to sacrifice short-term pleasure for longer-term goals (for example, an extra hour of homework) may support achievement in given areas. As such, one's level of engagement and feelings of flow in the things one chooses will mediate the choices one makes and have a subsequent impact on one's ability to replicate these as habits (Duhigg, 2012). Additionally, having a well-developed meaning and purpose will make choosing less fraught with existential dissonance, more consistent, and hence, less difficult.

Ultimately though, Time, Attention, and Energy must be allocated as wisely as possible. These choices are almost (almost, in the context of controllable circumstances and assuming positive psychological framing) exclusively deterministic of one's flourishing; and particularly so when understood as a proactive behaviour framework, based on an existential notion of personal responsibility (Glaserfeld, 1984; Kemp, 2005a). Freedom and agency are hence, not completely, though to some extent, assumed conditions (i.e. the model is designed to promote flourishing of already well-functioning individuals with the resources to flourish).

Flourishing

Investments in Time, Attention, and Energy return individuals (and possibly communities) subjective 'goods'. These are separated into three aspects alluded to earlier; Being-connected, Feeling-good, and Doing-well.

Being-connected: Being-connected refers to one's feelings of acceptance, support and belonging to one's immediate and extended social network, communities and broader environment. This is an aspect of most existing wellbeing theories, often found under the heading of relationships (Seligman, 2011b; Huppert and So, 2013; Hone, Jarden, Schofield, and Duncan, 2014) and also consistent with the Aristotelian notion of friends as second selves (Kristjánsson, 2020).

Feeling-good: Feeling-good refers to a general feeling of wellbeing, often indicated by feelings of happiness, contentment, inner peace, hope, optimism, gratitude and positivity about life. This encompasses a degree of hedonism also encapsulated in the works of Seligman (2011b), and extensively in Diener et al. (2009), as 'positive emotion' or 'positive affect'. However, feeling-good implies more than happiness in this model, in that "hedonic well-being happily enhances eudemonic well-being—and vice versa" (Held, 2018, p. 319). Positive emotion, as it is otherwise most well recognised, has been criticised by some who argue that it "obscures rather than illuminates, is detrimental to serious emotion-research, and would best be expunged from academic vocabularies" (Held, 2018, p. 323). This is a step too far in my reckoning and I would rather advocate a 'soft-concordance' hypothesis between the two (as was tentatively forwarded by Kristjánsson, 2020). That is, whilst there is a need for further empirical investigation into this topic, my general sense would be, if you think you are happy, but not flourishing, or, if you think you are flourishing but not happy, you are probably mistaken. Feeling-good therefore, aligns easily with both happiness and eudaimonia, without precluding any (so called) 'negative' emotion from being perceived or experienced 'positively'. It is also another place in which we can locate flow (Csikszentmihalyian usage), as the feedback and feeling of optimal experience when one is in the correct alignment for flourishing.

Doing-well: Doing-well refers to one's experience of progression, growth or development in given areas that are valued. This represents a trajectory in life, Seligman (2011b) called it 'accomplishment', whilst Pink (2009), drawing heavily on the work of Ryan & Deci (2000), used the term 'mastery'. This represents the progress we are making toward the ends that we value and invest Time, Attention, and Energy into.

Every other possible outcome is only a representation of (or most likely a mixture of) one or other of these three factors. To continue the example, choosing to read for an hour may increase flow and hence lead, in some way, to feeling-good, whilst completing one's homework may be sacrificial to feeling-good immediately, yet manifest later in doing-well. Reading a book, or completing one's homework, with a friend may support being-connected and so on. In some respects, this is determined by what one wills from the activity through their own conscious choosing.

This brings us to the first function of the model and logical definition of Flourishing as it is operationalised in this study; *'the purposeful and fullest utilisation of time, attention, and energy for productive, valued and positive means and ends'*. In this sense, the experience of flourishing, one may or may not have in this moment is a result of investments made in terms of time, attention, and energy in recent history. Some choices will result in a 'good', in the form of doing-well, feeling-good, or being-connected, and others will not. One's current feelings of flourishing will then feedback into one's sense of identity and self. And so, is the constant flow and constant shaping of ourselves through the dynamic process of living (See Figure 1.2.1). Flourishing, as defined in the model also takes on some of the character of the capability approach (Sen, 2003). The capability approach "sees human life as a set of 'doings and beings' and ... relates the evaluation of the quality of life, to the assessment of the capability to function" (p. 43). The compatibility of the approaches is evident in the proposition that, what we choose to do with our given factors of production, or 'potential functionings' as Sen would describe them, determines our overall flourishing. In this sense, choice can be considered our doing, and identity our being.

The secondary function of the model is to do with maximising the flow of Time, Attention, and Energy within the model. This is achieved through the process of identifying injections and leakages. Any invested time, attention, or energy, which does not return commensurate doing-well, being-connected, or feeling-good, is considered a leakage. Any activity which contributes to the growth, expansion, or better utilisation of time, attention, and energy, is considered an injection. Injections serve to increase the factors of production available, whilst a leakage is a hole in the circular flow of the factors of production, through which

time, attention, or energy can divert out of the circuit; thus, not return any goods or contribute to one's condition of flourishing.

It is important to note some reciprocity between the terms in that, potential injections may be a source of leakage if not managed well, and conversely, that by addressing leakages they may become an injection. Nevertheless, they have been duly categorised in accordance to their observable prevalence. Factors identified as injections specifically include nutrition, exercise, sleep, mindfulness and learning. Whereas those identified as leakages include laziness, thinking/stress, charged interpersonal contacts, goal incongruence, and pleasure seeking. It is also possible to frame occurrences and activities in ways which counter leakage and derive positive outcomes. This is referred to in the model, and coaching intervention, as 'tightening the net'. A simple example of capturing flourishing in this way may be in framing an hour of homework, which was not enjoyable, as doing-well (perhaps building capacity) rather than merely resource depletion.

The final element of the model is resilience. This part of the model recognises that every so often in life, one needs to divert Time, Attention, and Energy into things one would not otherwise choose. However, by doing so, and overcoming short-term hardship or adversity, one can grow (Seligman, 2011a). It is important to recognise these periods, such that one may adjust expectations and forecasts regarding flourishing. This adds an additional dimension to the model and allows it to work responsively with people in understanding and positively responding to changing and challenging life circumstances. Through this consideration of human potential as a flow (economical usage rather than Csikszentmihalyian usage), one learns to understand the past, frame the present and to shape the future (Kemp, 2005b).

It is worth drawing comparison at this point with Seligman's model. In his seminal work (Seligman, 2011b) he outlined five 'building blocks of wellbeing', these being positive emotion, engagement, positive relationships, meaning and purpose and accomplishment. These are commonly referred to as PERMA for simplicity. Of these five PERMA constructs one can identify elements of Positive Emotion, Positive Relationships and Accomplishment within the CFMF but not

directly Engagement or Meaning and Purpose. Both constructs are implicit in the choice element of the model as they are directive of and/or resultant of the exercise of choice. That is, one may choose a particular activity because one may intrinsically enjoy it (directive of), or one may experience engagement due to the choice (resultant of). Meaning and purpose is similar to the extent that activities that are more aligned with personal meaning and purpose are more likely to be chosen. Additionally, there is some evidence to suggest that this aspect is subject to age specific relevance. Children, for instance, have been found to resonate less with the concept of meaning and find greater meaning through positive relationships (Halliday, Kern, Garrett, & Turnbull, 2018).

This framework offers a dynamic way of conceptualising flourishing and analysing behaviours past, present, and future, which contribute to a state of flourishing, given certain personal and contextual inputs. It is neo-Aristotelian in orientation, particularly within its understanding of flourishing as *'the purposeful and fullest utilisation of time, attention, and energy for productive, valued and positive means and ends'*. To unpack this further, the following six points may be used to subtly guide interpretation.

- Purposeful, denotes due consideration of one's actions.
- Fullest utilisation, concords with striving toward one's potential.
- Productive, is inclusive of the idea of a shared humanity.
- Valued, suggests that one must recognise that one is flourishing to be flourishing.
- Positive, indicates that not all means are justifiable.
- The final 'ends', are doing-well, being-connected, and feeling-good.

Hence, whilst not going far enough to be considered fully Aristotelian (i.e. I have placed little emphasis on 'moral luck' and left the moral aspects of the Aristotelian concept underdeveloped), its roots are firmly embedded.

In order to leverage the philosophical value of the neo-Aristotelian standpoint, and blend this with the insights and contributions of contemporary positive psychology requires a pedagogy, for which coaching may be the answer.

2.4 Coaching

Coaching on the one hand, has seen increasing popularity in various forms of business and industry as a tool for maximising the potential of human resources; yet, on the other hand, whilst there are limited professional hurdles to entry, it has not been taken seriously as a legitimate field of study. Some particularly unscientific practitioners and theorists claiming humanistic psychological allegiances are partly what positive psychology has sought to distance itself from. It is also partly due to the term coaching itself meaning many things. Oades, Caputi, Robinson, & Partridge (2005) for instance, point to numerous uses of the term, including “coaching as a metaphor; coaching as a relationship; coaching as a process; coaching as a brand; coaching as assisted self-regulation; coaching as a developing profession; coaching as an industry; coaching as a technique/skill set; and, coaching as applied positive psychology” (pp. 71). The best alignment with the current project of course, is coaching as a useful platform for an applied [type of] positive psychology” (Grant, 2005, p. 9) to improve personal performance and promote human flourishing.

“Coaching can be understood as a generic methodology used to improve the skills and performance of, and enhance the development of, individuals. It is a systemised process by which individuals are helped to explore issues, set goals, develop action plans and then act, monitor and evaluate their performance in order to better reach their goals, and the coach’s role is to facilitate and guide the coachee through this process”
(Grant, 2005, p. 4).

Based upon this description, coaching becomes clearly recognisable as a tool for positive psychology; a tool which ought to be researched; and, a very natural fit within positive education, either by teachers as coaches, or through the advocacy of school councillors (Bozkurt, 2014). This is particularly true when viewing it within the context of a definition of educational effectiveness centred on human flourishing. In this sense coaching is an obvious pedagogical vehicle.

Despite its divergent beginnings the foundation for coaching is built upon a solid body of philosophy (Grant, 2005) and particularly that of the existential nature

which emphasises personal responsibility (Kemp, 2005a). The adoption of personal responsibility as a default position supports coaches' work and clients' receptiveness. Whilst this position invites challenge from those with a more social constructivist orientation, it is the only logical starting point for a pedagogy of action (Freire, 1996). "The client should emerge from coaching with a series of cognitive behavioural solutions to their immediate challenges that can be applied in other situations" (Kemp, 2005b, p. 50). In this way, the coach takes on the role of the 'skilled helper' working with the client to affect their wellbeing and performance outcomes. This approach has been criticised as overly 'mechanistic' and ignorant of the 'organic' circumstances in which the coach coaches and the actor acts (Oades et al., 2005). However, to designate a concept or approach as mechanistic on the basis that from technical input one might expect certain evidence-based outcomes is not sufficient, for the very fact that by doing so, with respect to context, makes it organic again. What we could agree upon is that a major task of coaches is preparing their clients to thrive in a 'chaordic system'; "one in which nothing ever happens the same way twice, and yet everything happens in an orderly enough way to preclude complete and utter mess" (Webb, 2005, p. 85).

The coach, or skilled helper, therefore needs "three meta-competencies, *rational intelligence* (the ability to conceptualise and reason from first principles; to get to the heart of an issue and adopt a 'metaview'), *systems intelligence* (an understanding of how business functions; how family systems work; how human systems function, adapt and change; and the ability to create change in complex systems) and *emotional intelligence* (the awareness of self and others; cognitive and emotional flexibility and using emotions to set and reach goals)" (Chapman, 2005, p. 184). Any positive education programme that relies on people, relies on those people having such coaching knowledge and skill. Whilst it could be possible to have a virtual positive education as a set of online PPIs, I cannot imagine that meeting the criteria (i.e. consideration of best practice teaching and pedagogical principles) set out by White & Kern (2018), in the previous section.

Additionally, coaches must have the competence to act as 'pacers'. Segueing to the upcoming section on identity and ego development, Syed & Seiffge-Krenke

(2013), set out that “ego development happens through social interactions that challenge young people to see themselves in new ways. This is thought to be supported by persons who act as ‘pacers’ (i.e. somebody with a higher developmental status and relative proximity to have multiple of these significant interactions over time)” and that “pacers/coaches should aim to cognitively challenge them [students] within the context of a warm and supportive relationship” (pp. 374). A number of frameworks and/or suggestions for structuring such interactions exist, (such as from Kemp, 2005a) suggesting a process of (i) exploring and understanding the past, (ii) capturing and grounding the present, (iii) designing and creating the future, and, (iv) learning and maintaining the change. Though there is no dominant model, these provide guides to the coaches work which help systematise and align a common approach. Such an alignment also provides researchable reference points to support the quest for deeper understanding.

In conclusion of this section, one can say “that trained professionals make a difference to the quality of coaching outcomes” (Spence & Grant, 2005, p. 154). The research suggests that recipients of high-quality professional coaching have higher levels of goal commitment, and felt greater personal mastery than those without. Of particular significance to positive education, the role of teachers and their level of training; “it would appear that regular goal-related discussions are insufficient to facilitate goal-progression and that much depends on the skill of the person directing those discussions (Spence & Grant, 2005, p. 175). Hence, if the positive psychology agenda is to survive in schools, where teachers are most likely to deliver coaching to young people, there needs to be far greater school-based research and teacher training in coaching, the underpinning philosophy and psychology.

2.5 Identity

Identity is a key feature of the CFMF, and it is impacted dynamically through our cognitive and behavioural processes. It is also a particularly malleable psychological construct at the adolescent stage of life. The CFMF highlights this important aspect, and the associated intervention (described in full in Chapter 3.3) aims to work *with* the adolescent identity crisis, rather than against it. Adolescence is by every account, a difficult and important time of life. It has also become decidedly more complicated in recent times with media omnipresence, proliferation of choices, and increased blurring of the lines delineating the transition to adulthood. One may consider these phenomena from numerous lenses, yet one of the more significant, and worryingly overlooked in educational settings, is through the lens of identity construction. With a few notable exceptions, research in this area remains in its infancy (Kroger & Marcia, 2011). “Marcia (1989) first described the possible implications that the identity status paradigm held for intervention in educational and clinical settings” (Kroger & Marcia, 2011, pp. 49). In doing so, he foresaw many tensions schools now face stemming from pressure on young people to take decisions about their occupation too early, and the proclivity of schools to focus almost entirely on intellectual development over and above moral and ethical teaching (Kroger & Marcia, 2011). Three decades on, there has not been a great deal of research on identity development programmes. Those who have attempted it were generally short-term oriented and hence incomplete in their ability to demonstrate developmental impact.

A key theorist in the field is the German-American developmental psychologist Erik Erickson. Erickson’s major contribution was his stages of psychosocial development, and stemming from this, has been his theory of identity statuses. Whilst there is some debate as to whether more recent work on identity statuses is truly Eriksonian or merely Erikson inspired (Waterman, 1988), there is no doubt that the theory is of great value to those interested in positive psychology, positive education and/or coaching.

To begin, it is worth unpacking what one means by identity. To give a full account of *identity* is beyond the scope of this project and might indeed constitute an entire volume. Even so, we must not fail to “appreciate the necessity of a se-

lective narrowing of the concept when preparing to develop an operational definition of identity for research purposes” (Waterman, 1988, p. 186). In this vein, I present three quite good definitions with slightly different emphasis from Erikson, Marcia, and Waterman.

Erickson sees identity (in the adolescent stage of life) as “a progressive continuity between that which he [or she] has come to be during the long years of childhood and that which he [or she] promises to become in the anticipated future” (pp. 187) in concert with the way in which others perceive and form their personal and social expectations. Emphasising the individual construction, Marcia recognises identity as “an internal, self-constructed, dynamic organization of drives, abilities, beliefs, and individual history” (pp. 187). Whereas, Waterman defines identity as “having a clearly delineated self-definition comprised of those goals, values, and beliefs to which the person is unequivocally committed. These commitments evolve over time and are made because the chosen goals, values, and beliefs are judged worthy of giving a direction, purpose, and meaning to life” (Waterman, 1988, pp. 187). For the purpose of the current project, the definition put forward by Waterman provides the most meaning and subsequent utility.

Theory posits that progression throughout the lifespan is punctuated by a number of crises. The adolescent crisis is strictly concerned with the transition of child identity to adult identity. During this time, young people “move from the local contexts in which they were raised and feel most secure, to more impersonal contexts in which they function with a certain degree of confidence and competence” (Côté, 2005, pp. 223). The transition from adolescence into adulthood has been drawn out with recent societal shifts, making the attainment of this developmental milestone less clearly linear. This small shift results in “profound changes in the psychological experience of these emerging adults” (Syed & Seiffge-Krenke, 2013, pp. 371). This has been described in quite bleak terms by some authors who state that the neo-liberal conditions which proliferate choice through the ‘free market’ “have created a ‘tyranny of freedom’ and ‘a paradox of choice’ for many people that actually decreases their quality of life and happiness, and to some extent, diminishes their life chances” (Côté, 2005, pp. 229).

“Faced with the imminence of adult tasks, the late adolescent must relinquish the childhood position of being ‘given to’ and prepare to be the ‘giver’. Accomplishing this involves changing one’s worldview as well as projecting oneself imaginatively into the future” (Kroger & Marcia, 2011, pp. 33). To explore this further, identity status theory proposes four quadrants differentiated by virtue of the degree of identity exploration and the degree of identity commitment. The four quadrants being (i) active achievement, (ii) moratorium, (iii) foreclosure, and (iv) diffusion (Meeus, 1996). Active achievement represents a category in which there has been considerable identity exploration and this has resulted in firm identity commitments; moratorium refers to active exploration without firm commitment; foreclosure refers to firm commitments which were arrived at without preceding exploration; and, diffusion refers to those who are not actively explorative and are not committed, but rather just floating in the wind (Kroger & Marcia, 2011). These identity commitments may be numerous and are likely to be necessary in some key ‘life domains’ including relationships, ideology, and occupational choices. From this point, we continually refine our identity (perhaps through Piagetian processes of assimilation, disequilibrium and accommodation) through the lens of the new stage of life and the societal demands acting upon us at the time (Marcia & Josselson, 2012b).

“The configuration of the self is, in fact, a story or narrative that the individual constructs in order to maintain a sense of continuity over time and place” (Kroger & Marcia, 2011, pp. 49). I believe this is precisely what makes it most appropriate to study in this way. However, the insight that identity status theory provides is that, how you arrive at the identity, and when, both matter. Hence, whilst “people differ according to how they process identity-related information” (Côté, 2005, pp. 233), a greater emphasis on active constructive identity capital formation with young people could be recommended (Côté, 2005).

Adding complexity to this understanding, there is a broad consensus that identity development is linked with ego development. Loevinger proposed nine stages of ego development; 1) Pre-social, 2) impulsive, 3) Self-protective, 4) Conformist, 5) Self-aware, 6) Conscientious, 7) Individualistic, 8) Autonomous, 9) Integrated (Redmore & Loevinger, 1979; Syed & Seiffge-Krenke, 2013). These are proposed as the developmental stages which might give rise to, or

explain particular identity statuses (Meeus, 1996). To this point, it is considered by some “that ego development may precede identity development” (Syed & Seiffge-Krenke, 2013, pp. 318). “There are ample theoretical and empirical grounds for advancing the hypothesis that success in the task of establishing personally meaningful identity commitments through a process of exploration should provide a developmental foundation for experiencing personal well-being in any of its various forms” (Waterman, 2007, pp. 293), yet despite this, the link between ego, identity and wellbeing, like the bottom of the abyss, remain relatively under explored (Kroger & Marcia, 2011; Waterman, 2007).

The work in Waterman (2007), is enlightening in many respects, as linking well-being to identity offers plausible hypothesis generation and the foundation from which intervention (be it in positive psychology, positive education or coaching) may be built. Advancing this further however, the model under consideration (Chapter 1.2) enables the interrelations to be seen even more clearly. This supports understanding and feeds into the explanatory system. Taking the assumptions for granted, on the one hand, the participant may not have a good enough understanding of the most positive outcomes to align behaviour with; and, on the other hand, the participant may not have strong enough driving identity commitments and hence cannot make the most from one’s self. Of course, we are assuming here that choice is conscious and flexible, which is valid, given scholars such as (Marcia & Josselson, 2012a) note that “one becomes most aware of one’s identity when it is under threat” (pp. 617) and that “the first identity is not the last” (pp. 619). He continues to say that “what makes an identity commitment a commitment is the subjective belief that one has found particular goals, values, and/or beliefs that are sufficiently personally expressive or otherwise rewarding that no changes in them are sought or anticipated” (A. Waterman, 1988, pp. 189). The underlying point here is that ‘commitments’ are subject to revision to varying extents for varying reasons (Kroger, Martinussen, & Marcia, 2010). I would suggest that a commitment therefore, can only really be judged in hindsight, and by the extent to which it consistently drives behaviour, and by association, performance.

An identity commitment should motivate the expenditure of effort. Drawing on Ryan and Deci (2000), King & Datu (2018), unpack this to examine three types of motivation; autonomous motivation, controlled motivation, and amotivation.

They state that “an autonomously motivated student works hard because of intrinsic interest or because he or she finds studying important” (pp. 107). To interpret this through the lens of the current project, having an “intrinsic interest” in something means that it has been positively assimilated into a high-ranking identity statement. To do so merely because one perceives, on an intellectual level, that something is important sounds more to me to be a controlled motivation, which may be possible to sustain for a short period of time only. Hence, it is only when identity commitment exists and aligns well with the expectations of society that autonomous motivation can predominate, and hence, it is not surprising that “controlled motivation and amotivation are associated with maladaptive outcomes” (King & Datu, 2018, pp. 107).

Finally, it would be remiss not to highlight some potential criticism of the place of identity among positive psychology, positive education and coaching. Kristjánsson (2013), for instance, argues that our constructed selves are just a fraction of our real selves, which may indeed never be fully revealed to us.

“Self-concepts derive from a narrowly understood cognitive, constructivist and amoral paradigm of human selfhood that equates people’s true selves with the beliefs they entertain about themselves. Bluntly, this paradigm has wound up in a linguistic, educational, psychological and moral quagmire. We cannot do without a paradigm of self-hood that understands it as non-constructed, emotion-infused, morally engaged and often hidden from our own view: a paradigm of what I have called ‘our actual full selves’”.

(Kristjánsson, 2013, pp. 273).

There is an interesting dialogue to be had on this point, which is outside the scope of the current thesis. Important to note, however, is that there are many layers of selfhood. I believe these to include the ‘self’ (what Kristjánsson, 2010, is referring to as the actual full self), the moral self, self-concept (or identity, i.e. the set of core beliefs and commitments one has about one’s self), and personality (the outward expression of these in interface with the world). Whether or not there is a ‘real self’ we cannot be sure, however, it strikes me that the simplest way to resolve the dilemma would be a play with Aristotle. That is, perhaps Aristotle had it backward when he conceived the highest good in human

life as “that *at* which all things aim” (Aristotle, trans. 2017), perhaps the ‘real’ inner self is that *from* which all things aim. This would make the ‘real’ self, the self which seeks to fulfil its highest potential, and the seat of moral virtue. Self-concept under such a construction is therefore necessary in the individual creative fulfilment of this mission. Nevertheless, to be clear, the target of the current study is identity as self-concept as this is the piece of our selves we can reliably impact. Without a theory of identity which is malleable, and indeed supposed to be experimented with, educators are more likely to (i) pass premature conclusive judgements on their students, (ii) be less sympathetic to the time it may take to see results, and (iii) feel ultimately less empowered to help young people to flourish. For these reasons, a theory of the constructed self, not to be confused with anti-self-realism, is a necessity.

The major contribution of the current study is to bring each of the disciplines together in a more collectively beneficial way, however, there is also individual value to add to each. To positive psychology by introducing a framework which can capture the ongoing research into PPIs, and providing practical coherence that enables, through education, the possibility to ‘self-medicate’ from a perspective of enhanced self-awareness, this study extends the resonance of work that was otherwise on the fringes of relevance. To positive education, the current project provides support and adds to the growing, yet still under researched, longitudinal school-based intervention literature. It also offers a framework which makes the academia more accessible to teachers. The current study also heeds the calls for positive education work with a more complete philosophical, and pedagogical underpinning. Finally, this study helps to enliven coaching as a positive pedagogy for positive education, and ties identity development and [neo] Aristotelian flourishing together for the first time, providing a parallel link between active constructive identity formation and school based pastoral care.

This section has covered the landscape, and in small part the historical perspectives and developments which have shaped humanistic and positive psychology, and its current application in education as what is referred to as positive education. Into this context, I have introduced the Circular Flow Model of Flourishing (CFMF) as a holistic and dynamic neo-Aristotelian, objective frame-

work for use in school-based positive education programs and reform. Finally, I have provided an overview of coaching as a pedagogy for enacting the model with students in school contexts, and foregrounded a discussion on the centrality of identity to the CFMF.

Chapter 3: Methodology

3.1 Methodology

This study drew upon both qualitative and quantitative sensibilities to enquire into the potential utility of the Circular Flow Model of Flourishing in a mixed methods design. Positive psychology and humanistic psychology have long divided themselves along methodological lines. This may suit traditionalists within each field who seek knowledge and truth/fit from particular perspectives. However, it is much less conducive, and possibly even counter productive, to applied studies such as that in education. The methods chosen in this study were done so based on best-fit for the questions sought to be answered, as well as in anticipation of the subsequent questions that would arise. This approach can be described as pragmatic, in which “the central idea is that the meaning of a concept consists of its practical implications. Hence, truth is simply defined as ‘what works’” (Robson, 2011, pp. 28). This results in what at first may appear to be uncomfortable bedfellows, (experimental and phenomenological design), yet, later demonstrates the complementary traits, and enhanced value, that can be achieved in combining even those most ideologically separate upon the continuum.

The intervention itself utilised a wait list controlled, longitudinal programme of group-based coaching and education. Quantitative data was collected using the Circular Flow Model of Flourishing Survey (developed at UCL throughout the IFS) at three points, including pre-intervention, post-intervention and six months post-intervention follow up. This quantitative data allowed the tracking and comparison of each element of the model (time, attention, energy, doing-well, feeling-good, and being-connected) within and between groups. Whilst, interviews, personal reflections, responses to homework tasks and anecdotal field notes added a qualitative detail and a descriptive richness, drawing out the human experience which gave rise to the measurable outcome.

When developing and introducing new models, one must adopt a position of theoretical reflexivity, informed by ongoing empirical scrutiny, for it is only when there is an alignment between the empirical evidence, the theoretical basis, and

the qualitative description that new understanding can truly be brought forth. An over reliance on any single form would have significantly limited the potential impact of the project. This is precisely because a quantitative only approach lacks the subtleness and tactility to support practitioners at the coal face, whilst a qualitative only approach lacks transcendence and directionality. Whereas, “the mixed approach closely parallels everyday human problem solving in a way that neither qualitative nor quantitative methods alone can do” (Tashakkori & Teddlie, 2010, p. 273). Drawing on observation, personal narrative, and self-report survey, allowed the triangulation of findings and protected against the oft cited problematic of over-reliance upon self-report. This also helped overcome the pitfalls of over reporting, intentional deception, memory lapse, and wishful thinking (Rich, 2018b). Qualitative methods (specifically) are particularly well-suited to help investigate and provide for further understanding of the lived experience and subjective lives of research participants” (Rich, 2018b, pp. 274). This is something about which it seems we are very much in need. Particularly if we are to push the study further and arrive at a deeper understanding of the dynamic pathways through which change, growth, high performance and flourishing occur. Bridging the gap once again, we “conclude that qualitative methods have much to offer positive psychology, and that indeed, quantitative methods, when used, applied and interpreted appropriately have much to offer humanistic psychology” (Rich, 2018b, pp. 275). Done well therefore, there is a symbiosis between the approaches which strengthens the validity of each in dialogue with the other. De Visser et al. (2015), for example, used this to great effect in development of their own intervention for harmful alcohol usage.

3.1.1 Quantitative Piece

This element of the study follows a simple experimental design using a control and an intervention group. The intervention group experienced six-months of group coaching, based on the introduction of the CFMF, whilst the control group continued with their pre-existing group tutoring. Data is gathered at three time points throughout one year (pre-intervention, post-intervention, post-intervention follow-up), collecting each students’ self-reported flourishing data (time, attention, energy, doing-well, feeling-good, and being-connected). This data was

analysed to track changes both within and between groups and to make inference as to the contribution of the intervention.

Table 3.1.1: Experimental Design Summary

	Intervention Group	Control Group
Participants (see Chapter 3.2 for further information)	6 Students between 16 and 18 years, of mixed nationality, attending an international school. Participants in the intervention group were self-selecting and taken at random from a pool of students wishing to participate in the CFMF coaching.	13 Students between 16 and 18 years, of mixed nationality, attending an international school. Participants in the control group were self-selecting and wait-listed to participate in the CFMF coaching at a later date.
Experimental Condition	Group coaching with CFMF. Coaching occurs over six months, twice per week, 15 minutes per session.	Group tutoring with teacher.
Data Collection	Data was collected using the CFMF survey (see below) at three points; pre-intervention, post-intervention, post-intervention follow-up. The survey generates self-report data on the constructs within the CFMF (time, attention, energy, doing-well, feeling-good, and being-connected).	
Data Analysis	Tests of difference enabled the researcher to assess the significance of within and between groups changes at three time periods, in order to ascertain if any change may be attributable to the intervention. Effect size was also calculated.	
Controlled Variables	All students were between 16 and 18 years old. The intervention and control happened simultaneously.	

Measurement Tool:

Quantitative data was generated by the CFMF Survey which gives numerical values out of 100 for six constructs (time, attention, energy, feeling-good, being-

connected, doing-well) and two meta-constructs (flourishing and factors of production) within the CFMF.

Initial development of the survey followed the process of (i) item generation, (ii) item judgement and refinement, and (iii) statistical testing, as advocated widely in the literature (Aravamudhan & Krishnaveni, 2015; Kaur, Smyth, & Williamson, 2012; Kaye & Hoar, 2015; Patterson et al., 2014; Stuckey, Taylor, & Cranton, 2014; Tsai, Tsai, & Hwang, 2012; van Dierendonck & Nuijten, 2011). This was developed in an earlier phase of the Doctoral programme (see Appendix 1.0). Given the extent of definitional inconsistency (Hone et al., 2014) in the field, the first pragmatic step was to be clear about the working definition of each construct (Table 0.0.2). Beginning with one's own operationalisation brings opportunities and challenges. The challenge is arriving at a set of definitions which have sufficient transcendent resonance to impact readers and end users, whilst ensuring that they are not undermined by previous definitions which are contradictory or emphasised alternatively. The opportunity is to set out the meaning clearly such that the understanding of the construct invites maximum interactivity and allows for the greatest interplay with other ideas and propositions in the framework.

Following the definition of terms, I took the approach of 'item mining' and reviewed numerous surveys with similar constructs, finding a total of nineteen surveys with more than seven hundred items (Butler & Kern, 2015; Lyubomirsky & Lepper, 1999; McCullough, Fincham, & Tsang, 2003; McGrath, 2014; Ruch et al., 2010; Shepherd, Oliver, & Schofield, 2014; Steger, Frazier, Oishi, & Kaler, 2006; Watson, Clark, & Tellegen, 1988). These were adopted and/or altered as appropriate to arrive at a battery of items for each construct. The items for each construct were then filtered again until eight items remained under each construct. These were fashioned into a survey format enabling both quantitative and qualitative feedback, and provided for consideration for five experts in the field of positive education. Quantitative indicators at this stage included the experts average ranking of the item within the set; the standard deviation of the experts ranking within the set; content validity index; Pearson's R correlation between individual items and the set average; Cronbach's Alpha; and, Cronbach's Alpha if deleted. This was considered alongside qualitative feedback for each set which included suggestions for wording and other considera-

tions deemed pertinent for the experts. From this the final survey was produced (See Appendix 1.0).

The first data collection with the proposed survey was conducted with a total of 312 school aged (sixteen to eighteen years old) participants from thirty-six nationalities. The populations with the greatest representation were Australian (n.201; 67%), Austrian (n.19; 6%), Italian (n.13; 4%), British (n.6; 2%) and Russian (n.6; 2%). Data was collected using an online survey platform and key psychometric indicators were assessed as criteria for validity. These included; Cronbach's alpha >0.80; factor structure with Eigenvalue higher than 1.0; convergent validity with PERMA profiler (Butler & Kern, 2015) and the Satisfaction with Life Scale (Diener, Emmons, Larsen, & Griffin, 1985).

Factor analysis showed that the theorised item sets loaded onto each constitute construct satisfactorily as a single construct with the exception of the construct of time. One survey item was removed from this group as a result. Reliability analysis also supported the construct structure with alphas ranging from 0.782 - 0.864 and strong inter-item reliability. Time was the exception again, with alphas of 0.664, and 0.697 with item six removed. Theoretical reasons identified in Chapter 1.2 weighted the decision to proceed with this construct. Looking at the meta-constructs, factors of production and flourishing, these showed high internal consistency with alpha of 0.868 and 0.933 respectively. All hypothesised convergence relationships were confirmed between constructs and their related counterparts, as well as some inter-converging relationships (such as between doing-well and meaning and purpose, and attention and engagement) which support the theoretical decisions taken in development of the model. See Appendix 2.0 for full factor structure.

The tools must be appropriate to the task at hand, and, one wants not to use a sledge hammer when a finer and more refined implement can do the job. Hence, the primary analytical tools employed for the quantitative evaluation were Pearson's R correlation and the T-test. These provide the ability to appropriately align and/or differentiate between groups (control and intervention) for given constructs, throughout the intervention at different points (beginning, end and post) of the intervention.

Limitations:

The obvious limitation of this experimental design is with respect to the sampling. Sample size was constrained by a number of factors. The first being that the total available population at the school was small, which meant that it was not feasible to conduct randomised sampling. The second, stems from compromises that were necessary to accommodate mixed methods. For this reason, it was not feasible to include greater than six students in the intervention. Given the small sample sizes, the expectation for statistical significance was not high, nor to be considered absolute or conclusive. “The significance level and power are ‘rule-of-thumb’ choices and are typically not based on the specifics of the study. If the researcher wants to reduce the probability of making a type I error ($\alpha = .05$) or to increase the probability of detecting the specified difference (power = 80%), then these values can be changed” (Stokes, 2014, pp. 180).

There is also a difference between calculations done before the study and those done post-hoc. For instance, calculating sample size for two independent study groups with continuous means, with an alpha of 0.05 and power of 80%, based on anticipated means (Group 1 flourishing mean of 80 and standard deviation of 10; Group 2 flourishing mean from the benchmark study of 66) suggests that groups of six and thirteen would be sufficient with an enrolment ratio of 2.3. Although, this is nothing more than an estimate based on what can be known and assumed prior to the study. Post-hoc calculations have been known to offer vastly different interpretations (Levine & Ensom, 2001).

Therefore, maintaining this element in the study is justifiable on the basis that a) despite the small samples, there is theoretical plausibility in the power calculations, b) the data would still have a story to tell, if not about significance of change, then possibly in qualifying individual description, and c) the data collection and feedback to the participants is also a part of the phenomenological experience of the intervention.

This small piece of quantitative investigation provides answers to questions of significance, change, and difference, about which the qualitative data will provide the rich description and be a possible explanatory source. Specifically, these methods enable a response to research question 1. Can a programme of coaching focussed on introduction of a theoretical framework for human flour-

ishing increase young people's self-reports of flourishing? They also provide additional sign posts to other areas requiring further consideration.

The theory of change underpinning this is an implicit theory in the sense that a motive of the study is to develop better understandings of the processes by which change occurs. Furthermore, the CFMF itself is under scrutiny as a valid theory of change. However, there are a number of other plausible theories of change which might account for expected changes in flourishing in the intervention group. These are explored in detail in Chapter 5.1.1

3.1.2 Qualitative Piece

The choice of an appropriate qualitative method is of the highest importance and must be driven by the research questions it serves to answer, the available data and the relevant cannon of knowledge which has emerged (Marjan, 2017). In this case, the question (number 2), 'in what ways do students interact with and make sense of the theoretical framework for human flourishing (CFMF) to bring about cognitive and behavioural change?'; is the focus of our consideration. Wertz (2011), provides a summary of five alternatives for qualitative analysis and stresses the subtle yet significant differences within and between each. This is important as, for example, "phenomenology, discourse analysis, and grounded theory are the products of different intellectual traditions. However, their coevolution in the history of ideas means that the boundaries between them are porous" (Starks & Trinidad, 2007, pp. 1374).

Of those methods given serious consideration, discourse analysis and grounded theory were evaluated on their merits. Discourse analysis was an option as one could study how the introduction of a lexicon around human flourishing and shared expressions have impacted the subjects (Starks & Trinidad, 2007). However, this was passed over due to the limitation of language sets and proclivity to ignore other rich qualitative data experienced throughout the intervention and within the research process. Grounded theory approaches were also considered, though it was felt these may be more appropriate in subsequent trials with more structured design and once a thorough exploratory base has

been established (Starks & Trinidad, 2007). Additionally, as mentioned in the previous section, a number of theories of how growth in a positive psychology intervention (PPI) occurs already exist (see Fredrickson, 2004; Seligman, 2011b; Ryan and Deci, 2000; Fordyce, 1977; for example), whereas a unique aspect of the current study was its package as a holistic syllabus for promoting flourishing.

In contrast to grounded theory, which would aim to develop explanatory theory from the observed phenomenon, “the goal of phenomenology is to study how people make meaning of their lived experience” (Starks & Trinidad, 2007, pp. 1372). At such an early developmental phase in the use of such a model for coaching, a phenomenological perspective offered the best fit for understanding how meaning was made through interaction with the intervention. This allowed for interpretation of the essential aspects from the perspective of the participants as they are, rather than as they might be explained. This offers researchers and practitioners access to the authentic lived experience of some like those they may hope to design intervention for in the future. It also exposes the “taken for granted assumptions” (Starks & Trinidad, 2007, pp. 1374). Phenomenological research is grounded in the same core beliefs as other qualitative traditions, “for example, that the social world is inherently complex, multi-faceted, and experienced in diverse ways by different individuals; that social context is always relevant and should be taken into account throughout the research process; and that the researcher is an intrinsic component of the research process and hence shapes the product of research” (Marjan, 2017, pp. 20). However, unlike other methods, “phenomenological analysis is primarily a writing exercise, as it is through the process of writing and rewriting that the researcher can distil meaning (Starks & Trinidad, 2007, pp. 1376). It draws predominantly on interview data, yet can also accommodate broader additional observations and field notes (Marjan, 2017; Van der Mescht, 2015) and hence, “one need not, in adopting a phenomenological approach, abandon or ignore context” (Van der Mescht, 2015, pp. 15). This feature gives it great utility as a tool in longitudinal research such as the current study.

Phenomenological philosophy has been around for about 100 years and it has taken significant time and numerous iterations to embed this seriously within the

scientific community. Its roots are traced back to the German philosopher Edmund Husserl who pioneered the normative procedures subscribed to today. These include the concepts of 'free imaginative variation' and 'eidetic seeing' as a methodical process for uncovering the true essence of a phenomena (Wertz, 2005) from the incidental, chance, or superfluous situational data which camouflages the essential.

“Phenomenological methods are scientific by virtue of being methodical, systematic, critical, general, and potentially intersubjective. Like all good science, they require critical thinking, creativity, and reflective decision making that give rise to many procedural variations and innovations.”

(Wertz, 2005, pp. 170).

Despite this, some key challenges withstand. These primarily surround our understanding of consciousness, the reliability of descriptions, and the definitions of phenomenology itself. Though for the latter, “definitions are free so I guess that we have to live with the ambiguity that the other meanings make possible” (Giorgi, 2011, pp. 41). Whilst Giorgi acknowledges the steps in which a phenomenology can take to accommodate more positivist scientific traditions, he stays committed to the idea that there is more ‘Science’ must do to absorb phenomenology more completely into its orbit (Giorgi, 2010, 2011). It is important to note “that phenomenology is not anti-empirical but broader than empiricism” (Giorgi, 2011, pp. 39). This is ‘positive’ and precisely the reason a mixed methodology is employed. In Giorgi’s words, “if we are interested in human beings it would be at least presumptuous, if not erroneous, to carry over the criteria established by the natural sciences in dialogue with nature to the human sciences” (Giorgi, 2011, pp. 39).

Of critical importance to phenomenological research is the distinction between interpretation and description (Giorgi, 2014). Specifically, researchers must maintain “an insistence on description, rather than interpretation. While the line between these is thin and perhaps contestable, the drive to stay with description until a holistic picture of the issue emerges is fundamental to phenomenological research” (Van der Mescht, 2015, pp. 3). Bracketing is an important feature of phenomenological research in Husserl’s tradition. The term is often used

interchangeably with the terms such as phenomenological reduction and epoch, and has also been described simply as persistent curiosity (LeVasseur, 2003). The intention here is to attend, without judgement, and with a suspension of all embodied opinions, to the phenomena, exactly as they appear. Though, there are ongoing debates about the extent to which this is possible, and some philosophical issues still open, I have developed a pragmatic approach to this, built upon the principles of dislocation, presence, and (rather than persistent) what I prefer to call mindful curiosity. Dislocation refers simply to the time between data entry and data analysis. As an embedded part of the intervention, as the primary researcher, I could not separate myself from the study and the experience. Therefore, the decision was taken to maintain all notes and interviews in raw format until the very end of the post-intervention follow-up. At this point the data was cleaned and pseudonyms were added. This represented the switch to the phenomenological attitude. As the participants took new names, all other opinion and theory surrounding them was released and the data about those characters became the subject of the phenomenological investigation. The second principle was presence, all writing and rewriting processes were conducted for each participant in single session blocks, where only one data set was under scrutiny. The writing session continued until it was complete. Finally, mindful curiosity was the mindset brought forward in order to imaginatively explore the meanings as they emerged and remain mindful and attentive to thought wanderings or the temptation to add interpretation.

In any case, people must be able to read the narratives and make their own mind up. "Every descriptive statement by research participants is accounted for, and its analytic treatment is available for public scrutiny" (Wertz, 2005, pp. 170). This may require greater word counts to be devoted to this, however, it is an important quality control in maintaining scientific validity. I conclude this section with a pertinent reminder taken from Wertz (2011).

"Analysis and findings are viewed by phenomenological researchers as corrigible and subject to critique and correction. For phenomenological researchers, the inexhaustible diversity, depth, complexity, and fundamental mysteriousness of lived experience will always exceed our knowledge."

Describing the moment to moment experience of Harold, James, Mia, Emily, Nicolas, and Olga, as they relate with the CFMF, encounter their identity construction, and participate in group coaching, will be the fundamental task of the inquiry.

3.2 Participants

Participants were pupils enrolled at the international school, aged 16 or older. Being students in an international school, the participants in this study have some notable differences to what may appear to be a similar adolescent sample taken from a public-school system in the same country, or any other country around the world. Specifically, the participants attended private education, and were from a high socio-economic stratum. They were all bilingual, most were second language English, but spoke English to at least a B2 standard. They were international in the sense that the group nationality mix was heterogenous, and also in the sense that they were all living in, or had all lived at one time in, a country that was not their homeland. To use an Aristotelian term, one could say they were likely to have been afforded 'moral luck'. The decision to focus on students aged sixteen and older was taken on both practical and theoretical grounds. Practically, students at this age can give their own consent for participation. Theoretically, there is an assumption that they have the greater agency at this age and hence fulfil the choice criteria for autonomy to a greater degree than younger pupils (Lai et al., 2018). Participants were self-selecting. All students fitting the age and enrolment criteria were sent an e-mail invitation to be part of the study. Those who replied positively were given a further briefing session which included a detailed description of the data collection, informed consent and discussion of ethical considerations taken into account. Following the briefing, students consented either to joining the intervention and control, or to control only. The maximum number of students in the intervention group had been decided as six (discussed further in Chapter 3.3). Of those who consented to join the intervention group six were chosen at random. All other students became part of the control group using a 'wait list' strategy.

Table 3.2.1: Participant Demographic Information

Intervention Group		Control Group	
Number	6	Number	13
Male	3	Male	5
Female	3	Female	8
<u>Nationality</u>		<u>Nationality</u>	
<i>Austria</i>	1	<i>Austria</i>	2
<i>Germany</i>	2	<i>Germany</i>	2
<i>England</i>		<i>England</i>	2
<i>Lebanon</i>		<i>Lebanon</i>	1
<i>Italy</i>		<i>Italy</i>	1
<i>Albania</i>		<i>Albania</i>	1
<i>Bulgaria</i>		<i>Bulgaria</i>	1
<i>Russia</i>	1	<i>Russia</i>	1
<i>Poland</i>		<i>Poland</i>	1
<i>Romania</i>		<i>Romania</i>	1
<i>Austria/USA</i>	1	<i>Austria/USA</i>	
<i>Vietnam</i>	1	<i>Vietnam</i>	
<u>Year of Birth</u>		<u>Year of Birth</u>	
<i>1999</i>		<i>1999</i>	2
<i>2000</i>	3	<i>2000</i>	3
<i>2001</i>	3	<i>2001</i>	5
<i>2002</i>		<i>2002</i>	3

3.3 The Intervention

A number of key considerations were taken in designing the intervention that would maximise impact and contribute as far as possible where there are gaps in the literature. Whilst many decisions were taken pragmatically, there are also issues of theoretical significance which must be highlighted herein. The major points for design of the intervention were (i) the number of students in the group (including consideration of individual coaching), (ii) the frequency and duration of the sessions, and the length of the intervention, (iii) the pedagogical principles underpinning the coaching, and (iv) choice of an appropriate facilitator. Table 3.3.1 includes an overview of these considerations and each is discussed in turn through the remainder of this section.

Table 3.3.1: Intervention Summary

Intervention Information	
Group Size	6 Students
Frequency	2 Sessions per week
Session Length	15 Minutes
Intervention Duration	15 Weeks (half of the school year) Total contact time per student is estimated between 8-9 hours.
Facilitator	Primary Researcher (Jeremy G House)

(i) the number of students in the group; or group verses individual coaching

A number of studies have highlighted the supportive role of team-based strength use and support for enablement of individuals (Spence & Grant, 2005; Stander, Rothmann, & Botha, 2017). Conducting the intervention as a small group enables the development of a number of supportive factors. The first is an environment which is completely non-judgemental and values each person's individual strengths; the second is the relationships that are born through this type of sharing activity; and the third is the sense that something is lost once the group is disbanded. This hypothesis was supported by the results of the study by Stander et al. (2017), indicating that team strengths utilisation pre-

dicted flourishing. The combination of a strengths-based team culture, individual coaching, and mentoring was thus thought to be conducive of deep 'embeddedness' that would support personal growth. It is also thought to increase adherence to the intervention.

One possible trade-off of the group sessions is the loss of personalisation for each participant. Whilst maintaining a group size of just six enables this as far as possible. In Seligman's group design, the majority of the activities were "not custom-tailored to each participant, and all participants received the same homework exercises in a fixed sequence. The final session focussed on maintenance and individual customising of the exercises in order to promote maintenance after termination" (Seligman et al., 2006, pp. 778). The current intervention follows similar principles.

(ii) the frequency and duration of the sessions, and length of the intervention

"Determining the ideal dosage of positive activities is tricky ... because it likely varies by person and day activity" (Lyubomirsky & Layous, 2013, pp. 59). Given this, decisions were taken rather more pragmatically and from the perspective of best enabling future repeatability and replication. Many secondary schools have a daily meeting (often referred to as 'homeroom' or 'advisory' time) in which a small group of students are administered by a teacher who oversees their development in the best case, or merely marks a roll and gives announcements in the worst case. Therefore, it was thought that utilising this time just twice per week would not be overly encumbering on staff or students; allowing three other school days for other administrative tasks. The duration was set at 15 minutes per session, but occasionally ran voluntarily over into the participants break time. The length of the intervention was determined largely by the judgement on the time it would take to cover the model in full and allow sufficient time for personal exploration. The original time frame for each lesson, set out at the end of this section in Table 3.2.2, was adhered to with only minor variation.

(iii) the pedagogical principles underpinning the coaching

The key consideration under this heading surrounded the makeup of the session. In part this was dictated by the length of each session and the available time discussed above, however there are a number of key theoretical considerations which have significant bearing. As introduced in Chapter 2.1, research is only beginning to emerge about the differences, preferences and fits between individuals and specific types of PPI. Schueller (2010), for example attempted to discover the underlying preference of people for different types of interventions. “This would provide a model for positive psychology exercises similar to Netflix for movies or Amazon for books and other products” (pp. 192). This research found that PPIs grouped reasonably well as in distinct types, and whilst their conclusion lacks a little directionality, made the assertion that adherence could be maximised by choosing PPIs from the same group. Other researchers have also considered issues surrounding individuals choosing of PPIs.

For instance, Lyubomirsky & Layous (2013), concluded that,

“Perhaps when people are free to choose their happiness increasing activities, they do not view the activity as cumbersome and gladly perform them for longer and more often. Hence, person-activity fit likely governs the optimal dosage. Furthermore, when people choose their own positive activities rather than following experimenters’ instructions, they may be more likely to vary their practices.”

(Lyubomirsky & Layous, 2013, p. 59)

Schueller & Parks (2012), also reached this conclusion, recommending that some choice is good up to a point and researchers must ensure not to provide too much information.

As mentioned earlier (Chapter 1.3), one of the landmark studies in this area was Fordyce’s intervention for happiness. His intervention consisted in teaching people to mimic the behaviours of happy people, and whilst the study has moved on from happiness since this investigation, his method and approach are

very relevant. Fordyce also included lifestyle recommendations “such as increasing physical and social activity and cognitive strategies such as reducing one’s expectations and cultivating a present-focussed orientation” (Schueller & Parks, 2012). This course led to significant improvements in happiness compared with a placebo control condition. More recently similar results were achieved by Seligman in his positive psychotherapy intervention, yet again, the pathway leading to the benefit is dimly lit at best.

The authors take pains to explain that the results of the study were preliminary and offered only an example hypothesis that,

“Increasing clients’ awareness of their signature strengths likely encourages them to more effectively apply themselves at work by approaching tasks in a way that better uses their abilities. Having more flow at work and doing better work can lead to an upward spiral of engagement and positive emotion. Similarly, teaching clients to respond in an active and constructive manner to good news from co-workers, friends, and family teaches a social skill that likely improves most relationships”.

(Seligman et al., 2006, pp. 783)

Following a period of awareness raising and drawing participants attention to the processes of their wellbeing ‘flow’, as modelled in the CFMF, the current study enabled people to choose for themselves the activities they felt would be best for them and to administer their own dosage. This fits an operationalisation of coaching as defined in the glossary of terms by Stober & Parry (2005), as well as the citation of Grant (2005), used in Chapter 2.3. A more explicit use of such a model may have supported participants in defining their ideal programmes. Pedagogical awareness of the role of the coach is crucial for the impact of the intervention, as well as for the ethical conduct of the study (see Chapter 3.6). This can be viewed through many lenses including virtue ethics (Hardman, Jones, & Jones, 2010) or critical pedagogy (Teemant, Leland, & Berghoff, 2014), both of which I find compelling and relevant to the current project as it is through the humanisation of the content set out in Appendix 4.0 that the experience of the participants is brought to life.

(iv) choice of an appropriate facilitator

It was determined that the intervention would be undertaken by myself personally as the primary researcher. Though doing so raises additional complications with respect to ethical and power relationships (treated comprehensively in Chapter 3.6) my own deep knowledge of the model could not be replicated within the timeframe, and hence another facilitator was thought to have lesser reflexive potential within the parameters and intended philosophy.

3.3.1 Intervention Design

The syllabus for the intervention was developed pragmatically, theoretically, flexibly, and pedagogically. Pragmatically, it was necessary to develop a syllabus which would fit within the constraints of the time afforded to the project and by the school for this purpose. Theoretically, the syllabus had to reflect and be faithful to the bodies of literature from which it was born. Flexibly, insofar as the syllabus is designed in order to promote reflexivity and agency of the participants, and in gaining awareness of well-established PPIs and choosing those which resonated most strongly with them. And finally, pedagogically, such that the enduring threads of the CFMF were attended to in the beginning, scaffolded into a fuller understanding, returned to at spaced intervals and presented in ways that explored personal inquiry and reflection. Sessions one to fourteen were designed and constructed with the intention of enabling students to be exposed to, and to explore through their own lens, the model at a deeper level. Sessions fifteen to twenty-four were designed with more personal ownership and to operationalise and facilitate identity development (discussed in Chapter 2.5). Sessions twenty-five to thirty-two were intended to raise awareness of some PPIs that subjects may seek to integrate into their flourishing strategy, and sessions thirty-two to thirty-five were concluding sessions.

The following table represents the syllabus for the intervention as planned. Each aspect of the CFMF is given attention in the first half of the intervention and the 'tightening the net' sessions refer to personal choice and experimental phases of the coaching.

Table 3.3.2: Intervention Syllabus

Session	Content	Emphasis	Added
1	Introduction	<ul style="list-style-type: none"> - Purpose of life (Aristotle) - High performance = ‘simple not easy’ - Everybody is perfectly capable of flourishing - Radical constructivism and ownership - What one “wants” must be meaningful - Identity impacts choice; choice impacts everything! 	If you did not have to come to school anymore, would you carry on anyway?
2	Circular Flow Model of Flourishing	Purpose and overview <ul style="list-style-type: none"> - Invest FoP optimally - Capture benefits (RoI) - Maximise Injections - Minimise Leakages 	E-mail the reason you signed up to this.
3	Circular Flow Model of Flourishing	Familiarisation and consideration of validity <ul style="list-style-type: none"> - Benchmarks from the IFS study - The concept of ROI - The difference between nominal and original scales - Optimism bias and individual variance 	
4	Identity	What are your four “I am statements?” <ul style="list-style-type: none"> - Identity drives behaviour and behaviour drives performance - Identity is constructed and fluid 	Dynamic leadership task
5	Identity	Students brought their latest school report and reflected on their level of satisfaction with these. <ul style="list-style-type: none"> - Which of your four “I am” statements were most influential/deterministic of your performance? 	
6	Time	Charging your time in ‘billable units’ - Imagine you work for yourself are you happy to pay for this output?	
7	Time	A time audit accounts for all time spent in the day (broken down into 30-minute chunks). It also asks participants to estimate the percentage of energy and attention that was engaged in the task.	Complete time audit
8	Time	<ul style="list-style-type: none"> - Personal feedback on time audit task - Group and peer feedback on each other’s tasks - Law of demising returns - 80% rule 	
9	Time	Students were asked to plan to complete another audit, but this time they were <ul style="list-style-type: none"> - Primed to try to achieve the perfect day - Asked to complete a further analysis of which activities were contributing to their DW, FG, or BC 	Complete second audit
10	Flourishing	Three questions <ul style="list-style-type: none"> - How do you want to feel every day? - What are your three most important relationships? (Relationships where, if they are not working then nothing is working) - What are your achievement targets? 	

Session	Content	Emphasis	Added
11	Choices	<ul style="list-style-type: none"> - Goal incongruence (failing the right goal is better than achieving the wrong goal) - The concept of flow and engagement as a mediator of choice and motivation 	Reflect on the strength of your targets.
12	Resilience	<ul style="list-style-type: none"> - Definition of resilience - Discussion stimulus: "The problem with people these days is they think they shouldn't have problems" - The need to adjust your expectations for flourishing during times which demand our resilience. 	How resilient would you say you are? When is one time when you showed resilience?
13	Injections	<p>How do injections work?</p> <ul style="list-style-type: none"> - Mindfulness - Sleep - Healthy eating - Exercise - Learning 	Which injection do you think you would benefit most from improving? Will you do it?
14	Leakages	<p>How do leakages work?</p> <ul style="list-style-type: none"> - Laziness - Stress (thinking traps) - Negative relationships - Goal incongruence - Pleasure seeking 	Which leakage do you think you would benefit most from stopping? Will you do it?
15	Personal project	Each student chooses one additional "I am" statement to "try out" for the week (in negotiation with the facilitator), and two positive psychology interventions to practise based on their survey data and their personal reflections.	Dynamic monitoring <ul style="list-style-type: none"> - Refine it - Define it - Test it for a week - Reflection
16	Personal Project	Week one reflections and refinement for next week	
17	Personal Project	<p>Winning the day - what does it take?</p> <ul style="list-style-type: none"> - Awareness in every day thinking <ul style="list-style-type: none"> - Is this congruent with who I am? (positive/negative construction) - How does this square with my personal goals? - Is this an efficient use of my TAE - What are the expected benefits and trade-offs? - Is this my best choice? 	
18-22	Personal Project	Individual and group feedback and reflections	
23	Next level	<p>Group discussion and personal reflections</p> <ul style="list-style-type: none"> - What does the next level or performance look like? - Discussion stimulus: "Successful people make habits of the things that other do not like to do" 	Flourishing check in
24	Next level	<p>Group discussion and personal reflections</p> <ul style="list-style-type: none"> - What are you prepared to sacrifice to achieve the goal of the IB? - Possible answers (Health, Time/Energy, Relationships, Activity, Money, Freedom, Other Passions, Sleep)? 	Flourishing check in
25	Tightening the net: In focus	<p>The inner circle</p> <ul style="list-style-type: none"> - Level 1 Inner circle - Level 2 Friends and acquaintances - Level 3 Friends of friends - Level 4 Friends of friends of friends 	Reflect on one of your targets and design the perfect inner circle for achieving it.

Session	Content	Emphasis	Added
26	Tightening the net: In focus	Active Constructive Responding (ACR) <ul style="list-style-type: none"> - Communication (verbal and non-verbal) - Active and passive responding - Constructive and deconstructive responding 	Choose a target (an important relationship) and practise this on them.
27	Tightening the net: In focus	Altruism <ul style="list-style-type: none"> - What is something nice somebody has done for you recently? - What would you really like somebody to do for you? - What is something altruistic you have done for somebody else recently? 	Choose a target and complete a random act of kindness.
28	Tightening the net: In focus	Gratitude <ul style="list-style-type: none"> - Maximising positive emotion - Link to savouring 	Chose a person in your academic inner circle and thank them for their support.
29	Tightening the net: In focus	Character strengths <ul style="list-style-type: none"> - Strengths spotting and articulation within the group - The golden mean in strengths use - Focus on strengths 	Complete VIA character strengths survey
30	Tightening the net: In focus	Linking ACR, Altruism and Character Strengths to create our reality <ul style="list-style-type: none"> - By seeing strengths in other people, we reinforce these traits and behaviours - Communicating these to people in an active constructive way, makes us a likeable person people want to please - People will replicate these strengths/behaviours when they are around us - By putting others first in this way, it confirms our 'good character' and makes us feel good. - When we feel good, we invest more in others. 	
31	Tightening the net: In focus	Self-talk as attention <ul style="list-style-type: none"> - Thought stopping and thought swapping 	Develop a set of guidelines for your self-talk
32	Tightening the net: In focus	The unhelpful concept of balance <ul style="list-style-type: none"> - Intensity and detachment 	
33	Concluding	Gap analysis <ul style="list-style-type: none"> - Group discussion and feedback - Identify the space between where you are today and your best possible self. <ul style="list-style-type: none"> - What is in that space between? <ul style="list-style-type: none"> - Fear of being your best? - Lack of discipline? 	
34	Concluding	Best possible selves <ul style="list-style-type: none"> - Take 10 minutes to freeform write about your best possible self. 	Refine this vision and reflect upon this.
35	Concluding	<ul style="list-style-type: none"> - Flourishing check in - Reflections on growth 	Complete the survey and interview.

3.4 Data Collection

Student interviews were conducted one to one, recorded and transcribed for analysis. Student reflections were completed following most micro-lessons and throughout the coaching. These were collected and compiled into a coaching book alongside the researcher notes which provided a chronological account of each session and the associated participant reflections. Participant reflections were also often discussed within the group. For the CFMF Survey, participants were sent a private link to the survey and completed the task in their own time (within one week). Feedback from the survey was given in the group format following the pre-intervention (P1) survey and as part of the interview process for the post-intervention (P2) and post-intervention follow-up (P3).

Table 3.4.1: Data Collection Timeline

Week	Student Interview	Student Reflections	CFMF Survey	Researcher Notes
Pre-Intervention			✓	
1		✓		✓
2		✓		✓
3		✓		✓
4		✓		✓
5		✓		✓
6		✓		✓
7		✓		✓
8		✓		✓
9		✓		✓
10		✓		✓
11		✓		✓
12		✓		✓
13		✓		✓
14	✓	✓	✓	✓
Post-Intervention				
Post-intervention Follow up	✓		✓	

3.5 Data Analysis

3.5.1 Statistical techniques

T-test was the major statistical tool used to analyse the change and difference in groups throughout the intervention and afterward. At base level, this seeks an answer to the question, does the intervention work? That is to say, if the intervention is to be considered successful, the participants in the intervention group will report higher flourishing levels (and by consequence, higher levels on all, or proportionately more, of the individual components) than those in the control group. Otherwise, the intervention may be considered partially successful, to the extent that the intervention group report higher in some of the individual components. The intervention would be considered unsuccessful however, if the control group report higher flourishing levels than the intervention group.

In order to explore this concept in sufficient detail, across time, and with a more open-ended inquiry, the key questions extended to the following.

1. Is there a significant difference between the control and intervention group in any constituent or meta-construct of the model pre-intervention?
2. Is there a significant difference between the control and intervention group in any constituent or meta-construct of the model immediately upon completion of the intervention?
3. Is there a significant difference between the control and intervention group in any constituent or meta-construct of the model post-intervention (after 6 months)?
4. Is there a significant difference between any constituent or meta-construct of the model from pre-intervention to immediately upon completion of the intervention for either the control or intervention group?
5. Is there a significant difference between any constituent or meta-construct of the model from pre-intervention to post-intervention follow-up for either the control or intervention group?
6. Is there a significant difference between any constituent or meta-construct of the model from immediately upon completion of the intervention to the post-intervention follow-up for either the control or intervention group?

All statistics were calculated using SPSS Statistics for Macintosh, version 19.

3.5.2 Qualitative Data Analysis

In line with the method advanced by Giorgi (2012), the following stages of analysis were applied to the current data.

Stage 1: Assume the phenomenological attitude, and commitment to describe only what emerges from the perspective of a whole person rather than “fragmented psychological processes” (Giorgi, 2012, pp. 3).

Stage 2: Take all data (the predominant portion of which was interview transcripts) and assimilate the participants’ reflections and field observations into a continuous first-person narrative.

Stage 3: Re-read each meaning unit in its entirety. Meaning units are identified by numerical superscript.

Stage 4: Transform the data using ‘free imaginative variation’ into an essential third person description coded corresponding to the original meaning units. Here my task was three fold: to imagine various versions of each meaning until it is filtered entirely to its most enduring parts; to choose precisely the right words that articulate the underlying psychological phenomena such that any other “phenomenological psychological researcher should be able to present the same description” (Giorgi, 2014, pp. 547); and maintain awareness that, “if a specific transformation cannot be rooted in what the participant said then [I have] gone too far” (Giorgi, 2014, pp. 546).

Stage 5: Contrast the six third-person narratives to distil this into the dimensions of the essential structure of the phenomena and use these to clarify the lived experience of the participants.

3.6 Political and Ethical Considerations

When working with young people, safeguarding is the highest priority, and a constant consideration. In this context, safeguarding refers to protecting students from harm and promoting their safety and development within the educational and wider context. Working with young people in a small group setting, throughout the course of six or twelve months, exposes all participants, and the researcher, to one another's personal journeys and reflections on their life goals. These have the potential to be uplifting, and the potential to be traumatic. Relationships in such a setting must be of the uttermost trust and professional conduct.

Furthermore, conducting research within one's own professional context requires an awareness of the ethical, professional, and political constructs which may otherwise go on silently (Robson, 2011). "Potential role conflicts when educators approach their own students with a request to participate in research, since the request may be perceived by students as a requirement when made by a figure of authority" (Morden et al., 2015), are an example of such possible conflicts. Here we consider the ethical, professional and political challenges planned for and those encountered.

As the primary researcher, and member of School senior leadership team there was a perceivable power difference within the relationship I was aware of and proactive to counteract. Having been a member of the small (approximately 250 people) school community for a number of years I was known to lesser or greater extents to all students. Though not exclusively for this reason, at the time of this study I took the decision to move on from the school following completion of this research. To facilitate this, I handed over all operational (student related) responsibility and focussed on strategic and business matters alongside this research. This decision significantly reduced the impact of such power differential as I was open about my leaving and not in a position of authority or responsibility for their education or behaviour. This enabled a freer dialogue and what I believe to be more honest dialogue.

Ethically, the aim of the research was to make the lives of people better and support students in internalising the CFMF as a lens for assessing and motivating their behaviour. In other words, to 'reconfigure' their world view (Franco et al., 2008). Such a task should not be undertaken lightly and certainly not without fair consideration of the potential harms of such an activity. Conducting the project within a school ensures that there are consolidated support pathways available should they be necessary and the wider support of counsellors and nurses is available. This provided the necessary level of confidence to deal with every possible occurrence (Ladyshevsky & Varey, 2005) and ensured the young people's wellbeing could be safeguard to at least the level of international best practice for schools. Field notes were taken at the conclusion of every session to ensure that trends and emotional stability was monitored. Whilst there were numerous moments in which participants were meaningfully confronted and challenged with their own personal realities, no referrals were necessary throughout the project.

Professionally, dilemmas can arise with respect to role duality (Green, Oades, & Grant, 2005). To protect against this, I was careful to ensure that I was not working exclusively with students but ensured they were still embedded within their standard support systems and school structures. This limited the time available for the intervention, but ensured I could act as researcher and not take on additional roles by default.

Politically, "action research may be considered to be subversive because it examines everything. It stresses listening. It emphasises questioning. It fosters courage. It incites action. It abets reflection and it endorses democratic participation. Any or all of these characteristics may be threatening to existing organisational norms" (Hayes et al., 2006). As a member of the senior leadership team, this was particularly pertinent. To maintain confidentiality, one must remain silent on the goings on within the intervention, yet withholding of information can be construed as a political tactic. To avoid this, I gave regular benign updates to staff on the project and reinforced the nature of inquiry as relating to student flourishing rather than to teacher impact.

Most importantly however, are the careful considerations for the protection of the participants (see Chapter 3.2). Specifically, these included informed consent, anonymity, data protection and dissemination.

All participants were sixteen years or older and able to provide their own informed consent for participation. To strengthen this further, parental consent, in the form of an opt out, was sought and received for all members of the intervention group. The Head of School had full working knowledge of the project and participants were given a full briefing before commencement and again before beginning the first survey response. This briefing included data protection and the relevant safeguards in place. For the protection of anonymity, the most difficult yet beneficial safeguard is the development of a culture of confidentiality within the group. Additionally, records and notes were anonymised immediately at the point they were analysed and recorded within the encrypted drive. Other protective measures included a rule that no paperwork ever left the meeting room and that phones were not used within the space. Pseudonyms are used exclusively throughout this thesis and all wider publications, and all non-relevant personal identifiers and details were removed from transcripts prior to analysis, first by the researcher and then checked with participants.

Chapter 4: Results

This chapter includes a quantitative and qualitative thread which serves to address the research questions.

1. Chapter 4.1 deals predominantly with the question: Can a programme of coaching focussed on the introduction of a theoretical framework for human flourishing increase young people's self-reports of flourishing?
2. Chapter 4.2 deals predominantly with the question: In what ways do students interact with and make sense of the theoretical framework for human flourishing to bring about cognitive and behavioural change?

Whilst it is possible (as indicated above) to delineate the Chapters 4.1 and 4.2 by research question and methodology, this is not to take for granted the contribution of the qualitative accounts participants increased in self-reported flourishing (that is a narrative self-report as opposed to a quantitative self-report), or the contribution of the quantitative data to qualifying students accounts of their interaction with the model over time. Whilst these are not the primary purposes, this is the value of a mixed methods approach.

Details of the survey tool construction (Chapter 4.1) and the phenomenological method (Chapter 4.1) are described in Chapter 3.

4.1 Quantitative Data

This section reports the quantitative data and tracking of the intervention and control groups utilising the CFMF (discussed in Chapters 1 and 3). This section addresses research question one: Can a programme of coaching focussed on introduction of a theoretical framework for human flourishing increase young people's self-reports of flourishing? Data was collected from the intervention and control groups using the CFMF survey at three data points (see Table 3.4.1).

- (i) Pre-intervention (January 2018)

(ii) Post-intervention (June 2018)

(iii) Post-intervention follow-up (December 2018)

The survey gathers data on each key construct from the CFMF (see Figure 1.1.2) including the meta-constructs 'factors of production' (time, attention, and energy) and 'flourishing' (feeling-good, doing-well, and being-connected). A return on investment metric is also calculated as flourishing over factors of production. This represents a ratio between the two meta-constructs which captures flourishing per unit of time, attention, and energy (factors of production). Higher numbers may be representative of a wiser, or otherwise, more well aligned choice as per the CFMF. See Appendix 2.0 for the full factor structure analysis from the Institution Focussed Study.

The control group data is presented first to establish comparative norms and in order to assess the suitability of the control group. The hypothesis surrounding this (introduced at the end of Chapter 1.2) was that all constructs in the control group would stay relatively similar and with no significant difference throughout. The control group data is presented in Table 4.1.1 (pre-intervention), Table 4.1.2 (post-intervention), Table 4.1.3 (post-intervention follow-up), and Table 4.1.4 (within group change). Following that, data from the intervention group is replicated in the same format in Table 4.1.5 (pre-intervention); Table 4.1.6 (post-intervention), Table 4.1.7 (post-intervention follow-up), and Table 4.1.8 (within group change); allowing the testing of the hypothesis that, as a result of the intervention and the selected positive activities, there is likely to be an increase in factors of production as well as an increase in flourishing (see Chapter 1.2). Finally, between group differences are reported in Table 4.1.9.

Given the number of t-tests conducted a Bonferroni adjustment is included in order to control against type one error. The skewness and kurtosis are also reported for each data set to assess the assumption of normality in the data.

4.1.1 Control Group

The control group consisted of 13 students (16 and older) enrolled in the international school during 2018 (see Table 3.2.1). All participants were on a wait list

for joining the intervention group and consented to complete the CFMF Survey on three occasions aligned with the intervention group's pre-intervention, post-intervention and post-intervention follow-up.

The working hypothesis was that, individual variations notwithstanding, and possibly some seasonal variation, all constructs in the control group would stay relatively similar and with no significant change was confirmed.

Table 4.1.1: Control Group Pre-intervention CFMF Survey (Jan 2018)

Jan 2018	Time	Attention	Energy	Feeling Good	Being Connected	Doing Well	Factors of Production	Flourishing	Return on Investment
Ned	36	51	30	62	66	59	34	62	1,82
Oliver	64	76	82	84	74	84	75	81	1,08
David	88	85	74	100	98	83	82	94	1,15
Elisabeth	73	73	86	87	85	81	78	83	1,06
Anna	62	48	55	71	86	78	55	74	1,35
Amy	25	58	58	39	68	67	51	57	1,12
Kelly	68	86	71	92	85	72	75	83	1,11
Abby	61	80	97	97	98	100	80	99	1,24
Lisa	53	41	63	86	79	82	53	83	1,57
Matthew	64	50	30	43	44	49	47	48	1,02
Liam	77	77	62	88	82	84	71	86	1,21
Sandra	10	63	91	93	37	100	58	74	1,28
Kate	58	46	77	77	86	75	61	79	1,30
Avg	57	64	67	78	76	78	63	77	1,22
Skewness	-0,98	0,00	-0,62	-1,13	-1,07	-0,37	-0,40	-0,67	1,61
Kurtosis	0,70	-1,70	-0,15	0,29	0,68	0,43	-0,78	0,18	2,63

Table 4.1.1 shows benchmarks more or less in alignment with the averages found in the pilot study (see Appendix 4.0) and hence with expectations. All in all, this suggests the population is normal and appropriate.

Table 4.1.2: Control Group Post-Intervention CFMF Survey (Jun 2018)

Jun 2018	Time	Attention	Energy	Feeling Good	Being Connected	Doing Well	Factors of Production	Flourishing	Return on Investment
Ned	52	44	44	50	75	54	47	58	1,23
Oliver	79	81	83	90	87	89	81	88	1,09
David	83	89	83	96	94	83	85	91	1,07
Elisabeth	87	92	98	88	98	89	93	89	0,96
Anna	60	58	52	87	92	80	57	82	1,44
Amy	47	83	73	71	72	81	68	75	1,10
Kelly	84	86	66	94	80	76	78	83	1,06
Abby	54	72	70	67	70	69	66	68	1,03
Lisa	64	58	61	91	75	83	61	84	1,38
Matthew	68	58	68	74	78	80	65	78	1,20
Liam	68	67	58	80	77	89	64	83	1,30
Sandra	61	82	93	100	72	100	80	90	1,13
Kate	71	62	66	70	79	82	67	77	1,15
Avg	68	72	70	81	81	81	70	80	1,15
<i>*change</i>	<i>11</i>	<i>8</i>	<i>3</i>	<i>3</i>	<i>5</i>	<i>3</i>	<i>7</i>	<i>3</i>	<i>-0,07</i>
Skewness	0,07	-0,30	0,24	-0,79	0,81	-1,01	0,10	-1,21	0,69
Kurtosis	-1,09	-1,06	-0,37	0,23	-0,63	2,61	-0,24	1,46	-0,18

** change represented in points since the previous data collection*

Table 4.1.2 presents data from the second collection point and shows small average increases in both factors of production and flourishing. On average, all constructs showed an increase from January to June, with most increases ranging between 3 and 7 points. Time was the exception, with a higher increase of 11 points.

Table 4.1.3: Control Group Post-Intervention Follow-Up CFMF Survey (Dec 2018)

Dec 2018	Time	Attention	Energy	Feeling Good	Being Connected	Doing Well	Factors of Production	Flourishing	Return on Investment
Ned	30	27	24	43	65	50	27	52	1,93
Oliver	69	77	90	92	96	95	79	94	1,19
David	85	76	73	88	89	91	78	88	1,13
Elisabeth	94	92	91	94	93	97	93	95	1,02
Anna	44	44	29	69	52	35	38	50	1,32
Amy	38	58	41	52	60	68	45	60	1,33
Kelly	71	91	74	94	93	92	78	93	1,19
Abby	44	54	62	58	82	68	54	69	1,28
Lisa	53	65	66	83	72	75	61	78	1,28
Matthew	51	46	81	82	76	84	61	80	1,31
Liam	69	73	73	69	68	87	72	75	1,04
Sandra	54	74	32	80	76	90	52	82	1,58
Kate	65	62	67	67	75	87	66	74	1,12
Avg	59	65	62	75	77	78	62	76	1,23
<i>* change</i>	-9	-7	-8	-6	-4	-3	-8	-4	0,08
Skewness	0,36	-0,38	-0,53	-0,56	-0,16	-1,33	-0,27	-0,50	1,17
Kurtosis	-0,44	-0,16	-1,06	-0,70	-0,77	1,15	-0,36	-0,72	3,62

** change represented in points since the previous data collection*

Table 4.1.3 presents data from the third collection point and shows the opposite trend to Table 4.1.2. In this case, average scores for all constructs decreased again from June to December. Decreases were small, but ranged from 3 to 9 points. Comparing the control group across each data point reveals a rise and then a fall back to beginning values. Average scores for factors of production were 63 in January and 62 in December. Likewise, for flourishing, average scores were 77 in January and 76 in December. Whilst it would be beyond the scope of the current study to suggest exactly why this might be, a plausible explanation may be seasonal variations. Given that flourishing was reported high-

er in the Summer (June) than the Winter months (January and December), one might postulate that the weather impacts one's self-reported flourishing. This may be an interesting area for further study.

Table 4.1.4: Control Group Within-Group Paired T-Test P-Values

	Time	Attention	Energy	Feeling Good	Being Connected	Doing Well	Factors of Production	Flourishing	Return on Investment
Jan to Jun	*0,031	*0,035	0,498	0,533	0,340	0,417	*0,028	0,424	0,117
<i>Mean Diff.</i>	11	8					7		
<i>Effect Size[^]</i>	0,69	0,70					0,68		
Jun to Dec	*0,003 **0,007	*0,028	0,171	*0,021	0,308	0,521	*0,019	0,176	0,103
<i>Mean Diff.</i>	-9	-7		-6			-8		
<i>Effect Size[^]</i>	-1,11	-0,68		-0,66			-0,73		
Jan to Dec	0,656	0,928	0,454	0,495	0,905	0,949	0,709	0,864	0,523
<i>Mean Diff.</i>									
<i>Effect Size[^]</i>									

(*) Represents a significant p-value (<0,050) before Bonferroni adjustment
 (**) Represents a significant p-value (<0,050) after Bonferroni adjustment
 (^) effect size calculated using Cohen's d

Table 4.1.4 shows p-values indicating the significance of the difference within groups of the control group as compared between the data collection points. P-values of 0,050 or lower indicate that the difference between the groups is statistically significant, i.e. not likely to have been achieved by chance or random variation. The results above indicate three significant differences (for Time, Attention, and Factors of Production) between Jan and Jun; though none remain significant following the Bonferroni adjustment. There are another three significant differences recorded between Jun and Dec (Attention, Feeling-good, and Factors of Production); though as before, none remain significant following the Bonferroni adjustment. The only enduring significant difference reported is with respect to time (p. 0,007) between Jun and Dec during which the average score for the control reduced by nine points. This supports the working hypothesis that there would be minimal significant differences between times for the control group. The finding of one negative difference is interesting. Based on this finding one can assume with a degree of validity that any determinable changes found in the intervention group section that follows are resultant of the intervention the group was exposed to.

4.1.2 Intervention Group

The intervention group consisted of six students (16 and older) enrolled in the international school during 2018 (see Table 3.2.1).

The working hypothesis was that we may see an increase in factors of production (time, attention, and energy) as well as an increase in flourishing (feeling-good, being-connected, and doing-well). Which would increase, and the magnitude of each increase was less predictable and thought to be largely dependent upon numerous other variables such as; which aspects of the intervention resonated most with the individuals in the intervention group, the quality of the delivery, etc.

Table 4.1.5: Intervention Group Pre-intervention CFMF Survey (Jan 2018)

<i>Jan 2018</i>	Time	Attention	Energy	Feeling Good	Being Connected	Doing Well	Factors of Production	Flourishing	Return on Investment
Mia	54	69	41	53	36	80	55	56	1,03
James	68	63	91	80	79	61	74	73	0,99
Harold	70	76	71	79	72	69	72	73	1,02
Emily	58	51	73	70	69	75	60	71	1,17
Olga	57	52	30	39	57	53	46	50	1,07
Nicolas	86	76	57	97	68	73	73	79	1,08
Avg	66	65	61	70	64	69	63	67	1,06
Skewness	1,10	-0,28	-0,12	-0,37	-1,40	-0,70	-0,60	-0,83	1,07
Kurtosis	0,84	-2,09	-0,98	-0,47	2,03	-0,41	-1,38	-1,08	1,36

Table 4.1.5 shows the baseline testing for the intervention group taken before the beginning of the intervention in January 2018. Averages for each construct are consistent with the benchmarks developed in the pilot survey (see Appendix 4.0) and are marginally lower as compared to the control group at the same period (Table 4.1.1), though nothing significant can be read into that at this junction.

Table 4.1.6: Intervention Group Post-Intervention CFMF Survey (June 2018)

<i>June 2018</i>	Time	Attention	Energy	Feeling Good	Being Connected	Doing Well	Factors of Production	Flourishing	Return on Investment
Mia	52	66	59	82	66	66	59	71	1,20
James	79	91	87	86	82	71	85	80	0,94
Harold	70	63	69	72	73	78	71	74	1,04
Emily	62	56	70	64	50	81	63	65	1,03
Olga	62	64	55	77	67	81	60	75	1,25
Nicolas	28	25	73	98	63	87	42	82	1,95
Avg *change	59 -7	61 -4	69 8	80 10	67 3	77 8	63 0	75 8	1,24 0,17
Skewness	-1,10	-0,58	0,52	0,33	-0,27	-0,48	0,08	-0,40	1,94
Kurtosis	1,68	2,25	0,45	0,21	1,10	-0,56	1,10	-0,22	4,06

** change represented in points since the previous data collection*

Table 4.1.6 shows average increases in energy, feeling-good, being-connected, doing-well, and flourishing. However, this was offset by small decreases in time and attention resulting in no change for the Factors of Production value. There was a relatively large average increase in the Return on Investment indicator which I will return to in Chapter 5.

Table 4.1.7: Intervention Group Post-Intervention Follow-Up CFMF Survey (Dec 2018)

Dec 2018	Time	Attention	Energy	Feeling Good	Being Connected	Doing Well	Factors of Production	Flourishing	Return on Investment
Mia	62	81	49	92	73	81	63	81	1,29
James	84	91	90	90	96	89	88	90	1,02
Harold	77	80	73	85	89	81	76	84	1,11
Emily	67	67	75	72	74	77	70	75	1,07
Olga	71	84	73	77	83	85	76	81	1,07
Nicolas	46	49	72	69	74	66	57	68	1,19
Avg <i>*change</i>	68 9	75 13	72 3	81 1	82 15	80 3	72 9	80 5	1,11 -0,13
Skewness	-0,73	-1,23	-0,83	-0,06	0,70	-1,07	0,16	-0,44	1,02
Kurtosis	0,83	1,23	2,77	-2,19	-1,24	1,70	-0,18	0,37	0,15

** change represented in points since the previous data collection*

Comparing the means across the three data points, average scores from the post-intervention follow-up (Table 4.1.7) are increased for all items since data from the post-intervention survey (Table 4.1.6), and have risen back above the baseline level for time and attention where these fell between the initial pre and post intervention.

Table 4.1.8: Intervention Group Within-Group Paired T-Test P-Values

	Time	Attention	Energy	Feeling Good	Being Connected	Doing Well	Factors of Production	Flourishing	Return on Investment
Jan to Jun <i>Mean Diff.</i> <i>Effect Size[^]</i>	0,551	0,735	0,171	0,245	0,638	0,172	1,000	0,156	0,290
Jun to Dec <i>Mean Diff.</i> <i>Effect Size[^]</i>	*0,006 **0,019 9 1,85	*0,008 **0,024 13 1,66	0,433	0,880	*0,001 **0,004 15 2,63	0,682	*0,016 **0,048 9 1,58	0,232	0,451
Jan to Dec <i>Mean Diff.</i> <i>Effect Size[^]</i>	0,797	0,266	0,148	0,325	*0,015 **0,045 18 1,49	0,138	0,232	0,092 13 0,86	0,247

() Represents a significant p-value (<0,050) before Bonferroni adjustment*

*(**) Represents a significant p-value (<0,050) after Bonferroni adjustment*

([^]) effect size calculated using Cohen's d

Table 4.1.8 shows p-values indicating the significance ($p < 0,050$) of the difference within groups as compared between the data collection points. Given the small population sample my expectations of significance were low. Despite this, five significant results were found, each of which remained significant after the Bonferroni adjustment. From the factors of production, Time ($p.0,019$) and Attention ($p. 0,024$) showed significant difference between the post-intervention and post-intervention follow-up (Jun to Dec); although Energy did not show a significant difference the overall category Factors of production was significantly different between this period ($p. 0,048$). The effect size for these, calculated using Cohen's d, confirms this indicating a large effect size (1.85) for time, and for attention (1,66) and factors of production (1,58). Being-connected showed a significant difference ($p. 0,045$) between the pre-intervention and post-intervention follow up (Jan to Dec), and ($p. 0,004$) between the post-intervention and the post-intervention follow-up (Jun to Dec). Effect size utilising Cohen's d was large in both cases (2,63 and 1,49 respectively). Overall, Flourishing did not show a significant difference to the $p. <0,050$ level, though did fall within the 90% confidence interval at $p.0,092$ Jan to Dec (before Bonferroni adjustment); effect size was 0,86, with 100% of the intervention group reporting flourishing at a higher level than the mean flourishing of the control group.

Can a programme of coaching focussed on the introduction of a theoretical framework for human flourishing increase young people's self-reports of flourishing?

Whilst there are reasons to think that it may, the data presented does not allow for a conclusive answer to this question. The p-value for flourishing is of particular interest to research question one and although it does not reach a significant point, there are indicators of change in the average scores and in individual components. Though far from definitive at this point, the data shows that some components of the Factors of Production have increased significantly whilst others have not, and hence the extent to which flourishing is impacted is constituent of these changes. Of further interest are the insignificant p-values between January and June in all components (pre-intervention to post-intervention). This signals that the interventions impact is a latent one, or at least that it

carries on improving following cessation of the intervention. Postulating from the average flourishing scores at each data point, we see an average of 67 in January (pre-intervention), 75 in June (post-intervention) and 80 in December (post-intervention follow-up). This may suggest that the change was gradual. Given the small sample, and factoring in the individual variances, it is not possible to say definitively more than, yes, it is possible to increase young people's self-reports of flourishing. Finally, analysing the pattern of the change, recalling that flourishing consists in doing-well, being-connected, and feeling-good, we note the significant difference in being-connected between June and December (p. 0,004) and January and December (p. 0,045). It is the former which is most important given that the average scores for being-connected at January and June were similar (64 and 67 respectively). This means that the significant result of the t-test of January and December was primarily due to the differences which occurred between June and December (an average of 67 and 82 respectively). This thread will be expanded upon within Chapter 5 as I seek to outline possible explanations for a latent effect (beyond accumulation) and to hypothesise about the centrality of being-connected to the observable change.

Finally, it is interesting to note that the Factors of Production changed significantly (p. 0,004) between Jun and Dec, during the experimental phase. This finding gives information about the way in which young people may interact and change with the model (research question two) and raises further questions as to effect timings or effectiveness of particular aspects of the intervention which might be explored in the future.

4.1.3 Between Groups

A further avenue of exploration for these results is to consider, not only did the group (control or intervention) change significantly, but also, were there significant differences between the groups at any point throughout the study? Such an analysis gives a sense of the suitability of the match between the control and intervention groups. For example, if the groups had major significant differences in January (pre-intervention), one could question the extent to which the control pairing was valid. Further, if significant differences emerge throughout or follow-

ing the intervention, this adds additional evidence to the transformational effect of the intervention.

Table 4.1.9: Comparison of Means

	C	I	C	I	C	I	C	I	C	I	C	I	C	I	C	I	C	I
	T	T	A	A	E	E	FG	FG	BC	BC	DW	DW	FP	FP	FL	FL	RoI	RoI
Jan	75	66	64	65	67	61	78	70	76	64	78	69	63	63	77	67	1,22	1,06
Jun	68	59	72	61	70	69	81	80	81	67	81	77	70	63	80	75	1,16	1,24
Dec	59	68	65	75	62	72	75	81	77	82	78	80	62	72	76	80	1,23	1,11

Table 4.1.10: Between-Group T-Test P-Values

	Time	Attention	Energy	Feeling Good	Being Connected	Doing Well	Factors of Production	Flourishing	Return on Investment
January	0,277	0,957	0,541	0,409	0,147	0,116	0,968	0,121	*0,012
<i>Mean Diff.</i>									0,16
<i>Effect Size[^]</i>									1,07
June	0,311	0,294	0,810	0,808	*0,023	0,396	0,341	0,122	0,665
<i>Mean Diff.</i>					14				
<i>Effect Size[^]</i>					1,52				
December	0,256	0,205	0,236	0,324	0,390	0,815	0,169	0,489	0,053
<i>Mean Diff.</i>									
<i>Effect Size[^]</i>									

([^]) effect size calculated using Glass' Δ

Considering the Table 4.1.10, one can see there are just two significant p-values ($p < 0,050$); being-connected in June (post-intervention) and return on investment in January (pre-intervention). Return on investment in December (post-intervention follow-up) is near significance. The remaining 24 values indicate that any differences between groups are insignificant. The first major consideration arising from the data in January is that the values indicate the groups similarity in all constructs but return on investment ($p. 0,012$). This is absent in June ($p, 0.665$) and almost returns again December ($p, 0.053$). Return on investment is a unique construct which emerged throughout the research process and about which, theorising has thus far been limited. As such, I will say little on this here and return to this concept in very hypothetical and theoretical terms in Chapter 5. Return on Investment should not therefore, be inter-

preted as detracting from the comparability of the control and intervention groups which are otherwise acceptable. Secondly, we find a significant difference in being-connected in June (post-intervention), at which the control group has an average score of 81 and the intervention group 67. This difference disappears in December (post-intervention follow-up). Given the first two discoveries bring little tangibility, the final finding drawn from Table 4.1.10 is an on-balance conclusion that although the intervention group showed significant improvement in their flourishing from January (pre-intervention) to December (post-intervention follow-up) as a within groups comparison, this improvement was not sufficient enough to make the differences between the groups statistically significant. Whilst this does not add to the evidence that the intervention was successful, it also does nothing to detract from it. Given the sample size of the intervention (particularly) and the control groups, individual variations can have large effects on the statistical instruments. Further studies with larger populations would be able to substantiate this more fully.

4.2 Qualitative Narratives

In the following section the reader will be introduced to Harold, James, Mia, Emily, Nicolas, and Olga. Their transcripts and first-person narratives are included in full in Appendix 4.0 and 6.0 for transparency of the process. Due to word limitations, it was not possible to include the first-person narratives within the body of the thesis. Whilst Chapter 4.1 of this chapter contains quantitative representations of these characters, this section presents individual case narratives from a phenomenological perspective to draw out the essence of the intervention group participants' lived experience. Each case has followed the procedure set out in Chapter 3.5. For each participant, narratives begin as a textual description taken from anecdotal notes, workbook samples, participant reflections and interview transcripts. These are presented in the first person and represent their personal experience of the phenomenon (i.e. a coaching intervention designed to introduce students to the CFMF). Imaginative variation is then employed and the text is transformed into the third person description of the essential elements of the experience presented in this chapter.

This enables the exploration of research question two:

In what ways do students interact with and make sense of the theoretical framework for human flourishing to bring about cognitive and behavioural change?

The pseudonymed descriptions below are co-constructed between the researcher and participants in the study to preserve anonymity, whilst at the same time giving rise to personal contextualisation to aid in the telling and interpreting of their stories. That is to say participants were invited to read, edit and comment on each subsequent version as the phenomenological analysis evolved. These narratives condense six months of coaching into one continuous narrative and draw on interview, personal reflection, anecdotal field notes and observation to provide the personal empathetic context from which our analysis can develop. The process of writing these was to fully immerse one's self in the data beginning with the interview transcript alongside the notes and reflections correspondent to the time being recalled or reflected upon. Through the rewriting

and reliving process, one attempts to inject first person time capsules and data captured outside of the interview transcript into the new narrative.

Finally, the third person experiences are analysed together in order to draw out and describe the general essential structure. This process of generalisation (moving from a rich personalised context, to the essential features, to the general essential structure) occurs with a simultaneous narrowing of the focus to present only what is generalisable and what withstands imaginative variation, i.e. would this endure outside of this context, and can we imagine a context in which this would not withstand? It is important and philosophically congruent in this context that readers can follow the progression of this analysis in full and hence for fullness of the process, it is necessary to stretch the word limit in this section somewhat.

4.2.1 Harold

Harold has attended the School for the past seven years. He is Austrian, and is sharp witted, buoyant and humorous but with a serious side. His friends, describe him as funny, happy, popular and smart; though his teachers describe him as apathetic and underperforming.

Imaginative variation in the third person present tense: Harold

Harold arrived with a relaxed attitude, yet was challenged immediately with the task of articulating who he was in four statements. He finds this to be difficult and draws on humour to make light of his discomfort. He sees himself as a teenager, a punk and a rebel.⁽¹⁾ Despite this, he shows a thoughtful awareness of his academic performance, based on a realistic assessment of his performance outcomes as they pertain to the meaning he finds in his work.⁽²⁾ He is ready to acknowledge his own choices as the determining feature of his outcomes.⁽³⁾

The time audit task coagulated his more fluid reflections on personal performance, making these internal musings more rigorous and tangible for him. Moving from gut feeling to empirical data confronts Harold. Accepting of the evidence, his conclusion, “fair enough”, shows a guarded openness.⁽⁴⁾ Repetition of

the task adds a degree of scientific validity for Harold and stimulates his further interest and reflection on the process of flourishing. ⁽⁵⁾

As Harold's understanding of the model deepens the theme of acknowledgement with the tension of unrealised action emerges.⁽⁶⁾ He knows that awareness alone is a positive yet insufficient outcome and he makes his first commitments to a change process.^(7;8) One of which is to test the identity construct, "I am academic". To float it in the sea of the adolescent mind and to track its passage and impact.

As he works with this in mind, he is open to experimentation with other interventions, though without a deep enthusiasm. He sees each suggestion as part challenge and part support; slightly alluring, whilst repelling at the same time.⁽⁹⁾ He tries, and is pleasantly surprised, his task achievement and self-concept are benefited.⁽¹⁰⁾ Though this is short lived and after some time, his doubt and habitual behaviours regain hold and limit his progress.⁽¹¹⁾ Not too put out by the ephemeral success, he cuts quickly to the essence of the next stimuli, eager to assimilate it into his growing body of self-knowledge and to test again.⁽¹²⁾

By now, Harold demonstrates a strong understanding of the model as a tool for improvement, though he maintains his strong sense of personal choice, almost employing his internal locus of control as a protective mechanism or backstop against trying and failing. ^(13;14) He relates to the model in a personal way and it helps him explain himself to himself. ⁽¹⁵⁾ As he progresses through the coaching, Harold develops a preference for interventions/explorations which are straightforward and have immediate results. Longer-range visualisations, he finds almost irritating. ⁽¹⁶⁾ The micro-lessons are enjoyed with varying impact, yet each is appreciated for its awareness raising and unique intention. ⁽¹⁷⁾ This has led to a sense of pride and an improved perception of performance which is supported with evidence. Though this is not directly attributable to a single cause, he draws links between his personal learning, his experimentation and his improvement.⁽¹⁸⁾ He delves deeper into the specific constructs he finds most room for improvement in, ⁽¹⁹⁾ and as he reflects longer, he recognises a slow and steady improvement, fed by a spring of improved self-awareness. ⁽²⁰⁾ He now presents a more optimistic account of his identity which reflects the control he

has gained over this situation. ⁽²¹⁾ He feels good, still not academic, but good. Harold has come to terms with the possibility of allowing himself to be “ever so slightly” excited for the future. Teenager and punk have subsided. ⁽²²⁾

After almost six months, his recollection of the model is almost as good as it was immediately after the intervention, ⁽²³⁾ however the academic pressures of his final year of school are at play. He describes Grade 12 as a violent attacker reflecting on when “Grade 12 HIT!”. Despite his growth and more consistent and intentional monitoring of flourishing, he feels powerless. ⁽²⁴⁾ He feels suffocated by his academic programme, “like the hours in the day had decreased”. Even thinking about it would bring him down. Yet he could not stop thinking about it. ⁽²⁵⁾ He is a pillar of resilience at this time and true to his commitment to a personal locus of control, he describes his motivation for school as lacking. “It feels as though it takes more energy to complete tasks”. ⁽²⁶⁾ Whilst in the midst of this, Harold can still clearly deconstruct his routine and explain his flourishing in context. ⁽²⁷⁾

Now he is “somewhat exhausted, somewhat satisfied, somewhat frustrated, and excited, just excited”. These are the identity statements he now knows himself by. His use of somewhat gives an insight into the perspective he now has. Positively, he now maintains an unabashed commitment to excitement, not “ever so slightly”, but “just excited”. The oppressive academic programme lingers, but it is not the brightest star in his constellation. ⁽²⁸⁾

Harold acknowledges the difference in his identity and the greater awareness and control this has given him. He is comfortable with himself. Not everything has changed, and he still maintains a healthy sense of rebellion. He has grown ⁽²⁹⁾ and he is committed to continued growth. ⁽³⁰⁾

As he parts and offers a final word on his journey, he makes flourishing his own by defining it. This is flourishing on his own terms. His choice. ⁽³¹⁾

4.2.2 James

James has attended the School for the past three years. He is Austrian, and is intelligent, articulate and thoughtful. Having had an intense training in classical music. Coming from such an encompassing background, James has discovered other elements of himself since joining the school, and particularly so in his social life.

Imaginative variation in the third person present tense: James

James is a thinker and likes to question. Beginning his coaching, he has a deep curiosity about the world and about himself within it. ⁽¹⁾ Distilling his identity into four statements was a challenging and confronting experience for James, yet doing so seemed strangely validating. He is pianist, loves languages, he is a gamer, and most importantly, he is patient. ⁽²⁾ James connects his identity with his assessment of his performance for the first time and finds the fit remarkably comfortable. ⁽³⁾ His survey results offer further confirmation of who James is, and, who he is becoming. ⁽⁴⁾

James' understanding of the constructs and outcomes in the CFMF progress quickly to a point where he feels comfortable making adjustments in an almost personal-scientific process. That would be, the process of studying oneself through a positivistic reflective process. ⁽⁵⁾ From his perspective, his early interventions produced no visible improvement, however he is not perturbed; rather, he is more intrigued in the process. ⁽⁷⁾ As his awareness grows, so does James' confidence to commit to small 'improvement' projects. The link between action and outcome is clear to him. This makes the process worthwhile. ⁽⁸⁾

James has become the subject of his own scientific inquiry and, as he is content and patient already, the stakes are relatively low. This adds to his confidence. Prompted to consider his identity statements as engines, he introduced the identity concept of "gaming the programme". This links 'gaming' to completing his academic work in a calculated and competitive way. ⁽⁸⁾ He floats this and reflects on his experimentation, finding progress and favourable consequences in his actions. He is gratified by this ⁽⁹⁾, although the gain is not long lasting. James experiences difficulty and reduced performance following his initial successes.

Proactively, he duly identifies the causes and introduces new targets to support a recovery. ⁽¹⁰⁾ Sometime after, he reflects that he “is feeling much better on account of his new goals”. He has reversed his performance outcomes. ⁽¹¹⁾

As he continues to be exposed to new interventions in the micro-lesson structure, James makes very clear links around the way in which his choices and behaviour confirm his identity. ⁽¹¹⁾ He is beginning to enjoy working toward his ‘best possible self’ and feels great. His confidence enables him to project toward an ambitious future with a strong sense of purpose. ⁽¹²⁾

James’ awareness and personal alignment with the model is now strong and supported by field testing. ⁽¹³⁾ James begins to use the lens that the model provides to explain his areas for improvement. This empowers his reflection and action. ⁽¹⁴⁾ He continues to experiment and reflect on his results ⁽¹⁵⁾ and although some activities felt less immediately valuable or to his personal taste, James remains open to the possibility that they may have hidden value. ⁽¹⁶⁾

Interacting for the second time with the data from the survey, James confirms his intuition that he has improved and validates his focus on mindfulness and attention. ⁽¹⁷⁾ This makes him happy and he is open to further exploration. ⁽¹⁸⁾ He reflects on the challenge of being confronted by “lots of stuff” and continues to deepen his awareness through practise. His behaviour and his identity are congruent and he feels positive ⁽¹⁹⁾ competent and confident. Reflecting, he verifies, “my results show that”. He can identify growth in himself, he is flourishing. ⁽²⁰⁾ James used the language of the model when describing how he wants to feel. His initial identity statements have remained consistent and “gaming the programme” does not stick. He feels sure of who he is. ⁽²¹⁾

Almost six months after the intervention, James is not as clear on the constructs, but still articulates the model in a way that directs his energy. ⁽²²⁾ There is a recognisable growth and change in James’ outlook, particularly in his understanding of balance. He is committed to new lifestyle practices which support his highest performance. ⁽²³⁾ James also works longer and smarter and achieves more. ⁽²⁴⁾

Regarding his academic programme he makes note of the resilience it took him to overcome what he described as an “unstoppable force” ⁽²⁵⁾ yet he emerges stronger. In the final play of James’ journey there is an identity shift as he feels accomplished as a conductor and substitutes “gamer” for “determined”. Simultaneously letting go and projecting forward at once.

4.2.3 Mia

Mia has attended the school for the past two years and is a full-time boarding student; living away from her family. She is Vietnamese and identifies strongly with this. Mia is a highly independent young woman, with high ambition and commitment to her studies. She is rational and well spoken, but carries the weight of her own expectations heavily.

Imaginative variation in the third person present tense: Mia

Mia has an open mind and a desire for high performance. ⁽¹⁾ However, her high ambition is driving her toward unhealthy and unsustainable work practices. ⁽²⁾ In the early sessions she gives pause to consider her identity statements and arrives naturally at a set of well thought out and directive statements which link her past, her present and her future being. She is Vietnamese, identifies with her traditional name, is self-aware, and is a student in the IB programme. ⁽³⁾ Though she sees the last construct as a temporary identity. Mia immediately sees the link between her identity and her performance and picks out helpful statements she can draw upon. ⁽⁴⁾

From the perspective of aspirations and commitment to her school work, Mia stands out, but her flourishing data paints a picture of a student not flourishing; except in the single construct of doing-well. ⁽⁵⁾ Mia is keen to understand more and enjoys receiving alternate feedback on her process and performance. She is open and ready to try new things, though choosy about which to attempt. ⁽⁶⁾ As she explores the 'time audit' tasks she continues to learn and attempts her 'perfect day' honestly. Some aspects work, and other aspects do not. Her curiosity grows. ⁽⁷⁾

Mia has now set some conservative targets for each aspect of her flourishing which she can use as benchmarks in future self-assessment. ⁽⁸⁾ She can also identify times where she has shown resilience and can draw on this in the future. ⁽⁹⁾

As her awareness grows, she can identify her busy mind as a leakage. She begins a commitment to addressing this. She also holds onto the possibility of the perfect day and will practise more. ⁽¹⁰⁾

The essential learnings that Mia has taken away from her sessions are the personal locus of control, and the identity-behaviour link. She feels liberated by these ideas and responsibilities, and prepared for the future. ⁽¹¹⁾ Mia takes this further and realises that by thinking of life as a series of production function equations, she can more effectively plan and direct her time, attention, and energy.⁽¹²⁾ Bearing in mind her starting point, Mia wisely targets an identity statement which will enable happiness 'and' high performance. She conceptualises this as "balanced and efficient" and sits with this idea. ⁽¹³⁾

"After a bit of practise", Mia experiences success in her chosen interventions. She feels more positive and relaxed as a result, and she even went about developing targets for new interventions. ⁽¹⁴⁾ However, Mia soon found that "keeping up these tasks is not as easy as starting them". She feels that many still work well, whilst others have become the burden she wished to avoid. ⁽¹⁵⁾ Her life feels "neither too good, nor too bad". Nevertheless, the consideration of life takes on a more holistic meaning now. ⁽¹⁶⁾ She ponders on her future 'best self' and paints a picture of success and strength which contrasts her current feelings of vulnerability. ⁽¹⁷⁾

Extracting herself from her current reality and viewing herself with fresh objectivity has been a recurring theme for Mia that appeals to her rationality. ⁽¹⁸⁾ She finds future focussed activities less captivating than those which had immediate present moment utility ⁽¹⁹⁾ and has implemented these with success. This is evident in her academic performance which though still short of her high expectation remains among the best of her peers ⁽²⁰⁾.

Mia is happy to see improvements in her flourishing and comments on being-connected, and the impact of the 'inner circle' activity on her outcomes in this area. She is happier within a smaller yet more important set of friends. ⁽²¹⁾ She maintains her strong identity statements but begins to attack the statement that causes her the greatest stress and pain. She recognises that 'diploma student'

smuggles pressure and narrows the avenues to her flourishing. Instead, she wants just to love to learn. ⁽²²⁾ Over time, Mia maintains her neutral evaluation. “Not awesome” and “not terrible”. Existing, she remains prisoner to the diploma in many ways. ⁽²³⁾ She feels constrained. All there is to do is study, and there is a limited amount of people available to interact with. Yet, the only way out is to study more. Mia wonders about return on investment. How much is possible? How far could she push herself? ⁽²⁴⁾ Unconsciously, the model provides her access to these contemplations and heightens her awareness. ⁽²⁵⁾

Mia’s reflection after nearly six months is as in-depth as immediately afterward. ⁽²⁶⁾ Mia feels as though she has decreased in her doing-well (with reference particularly to academics) but reflects that in general she is doing far better. She recounts examples for every construct, the changes she has made, and the positive impact these have had. ⁽²⁷⁾ Despite the lower academic attainment, Mia feels in control. She knows what to do and has a plan for execution. School is “hard with everything coming at once” but she is aware. ⁽²⁸⁾ She continues to use the model and the production function lens to allocate her resources rationally. ⁽²⁹⁾

In identity terms, she is still Vietnamese, self-aware and ambitious. She still identifies with her traditional name, ⁽³⁰⁾ but she rejects her original academic programme construct outright. She just wants to enjoy learning again. ⁽³¹⁾ Otherwise, she is happy. ⁽³²⁾

4.2.4 Emily

Emily has attended the School for the past seven years and lives locally with her family. She has always been a high performing student and relates closely to this image of herself. She is bright, personable, and has a growing confidence. Emily is highly capable, task oriented and has a strong sense of social justice and fairness.

Imaginative Variation in the third person present tense: Emily

Emily is curious, self-aware and open-minded. She has a desire to be the best she possibly can be.⁽¹⁾ She immediately hones in on what she sees as the most important identity constructs. One of which was being a hard worker.⁽²⁾ Her others included growing up in London, being Austrian/American and enjoying Science. Emily knows she is a good student and her results confirm it, though she is challenged with what doing her best might mean beyond grades and teacher feedback.⁽³⁾ She analyses the results of her survey with interest. It is not only the score that interests her, but the evaluation. She reinforces her commitment to “improving each aspect”.⁽⁴⁾

Using the model and the ‘task analysis’ tool, Emily’s day was successful. She optimised her time, attention, and energy throughout the day and felt successful in doing so.⁽⁵⁾ She deepened her understanding in the subsequent task, and conscientiously attended to her time, attention, and energy expenditure, whilst being aware of the likely outcomes with respect to her flourishing.⁽⁶⁾ Target setting for each area consolidated the lesson.⁽⁷⁾ Emily is also able to recollect times which she has used resilience, she notes that in the model and knows she can draw upon it in the future as required.⁽⁸⁾

Armed with a new frame of reference and feedback potential, she chooses energy as her injection target and laziness as a leakage target for the upcoming months.⁽⁹⁾ She now has a strong working understanding of the model and emphasises leakages and injections in her recollection of it.⁽¹⁰⁾ As she is otherwise happy and achieving well, leakages are the major area for improvement Emily identifies as holding the greatest potential. She is interested in eliminating as many leakages as possible.⁽¹¹⁾

One sticky concept was that of 'billing of time' and taking the third-person perspective in evaluating her choices and resource allocation. Other interventions were interesting to her, yet less memorable.⁽¹²⁾ As a test identity statement, Emily arrived at "I am inspired" to supplement "hard work" and add a degree of sustainability to the driver. She will work on that. She also committed to exercise and meditation. She was slightly dubious about trying these, but willing to give it a go.⁽¹³⁾ However, almost as if she had predicted it, after trying these for a period of time, she sees no direct positive or negative impact. She is still open and positive about finding the 'right' intervention and swiftly adjusts her targets to try new ones.⁽¹⁴⁾

Emily has a busy week at school and felt "strangely unproductive" and "stressed" but unable to break free from her procrastination. She is reflective about the strategies and inputs she has attempted to remedy this lull, and philosophical about the need for suffering on the path of success.⁽¹⁵⁾ She continues to apply and reflect on her micro-lessons. She experiences some success with active constructive responding, but felt this was cut short. There is potential.⁽¹⁶⁾ She explores her character strengths and begins to visualise her 'best possible future', although this overwhelmed her slightly and she reflects on her need to "cope" whilst also meeting all expectations.⁽¹⁷⁾

Emily feels as though she has improved, even if just in her awareness and prioritisation. She notes that sustaining high performance was an achievement at this stage of her school journey and is proud of that.⁽¹⁸⁾ She otherwise feels the same. The same identity statements apply, and the same high productivity endures.⁽¹⁹⁾ Reflecting longer, she is pleased. She wanted to be more productive, and on balance, she feels she is. She also wanted to use mindfulness to improve her attention and this too did improve. She is happy with these "small increases" and enjoyed the process of arriving at them.⁽²⁰⁾

After a six month break, Emily can still recite (with some pause for thought), the model and its interactions.⁽²¹⁾ She has developed practical personalised tools for prioritisation and remains committed to keeping the balance between investments in being-connected, doing-well, and feeling-good.⁽²²⁾ Academically, it has been hard, and "a lot of effort", but she maintains her near perfect grades

and keeps a keen awareness of what she could do better each day. She has a clear process and purpose for high performance which she has mastered and is sustaining. ⁽²³⁾

Finally, she feels differently about her identity statements. She recognises the future within reach and orients towards that. She embraces the uncertainty it brings rather than being overwhelmed by it. She is excited for the future, but she is tired. ⁽²⁴⁾

4.2.5 Nicolas

Nicolas has attended the School for six of the past seven years, taking one year abroad to develop his English further. He is proudly German, well turned out and confident. This can be interpreted as arrogance by those who do not know him and masks a deep sensitivity. Relationships are very important to Nicolas, whilst authority troubles him.

Imaginative variation in the third person present tense: Nicolas

Nicolas has a clear yet superficial understanding of himself and is not yet prepared for a reality whereby his choices are deterministic of his outcomes. He forwards, being German, a sportsman, a good friend, and open-minded as his four major identity factors, but cannot yet locate them in his choices or behaviour. ⁽¹⁾ In reflection on his flourishing survey data, Nicolas avoids a deeper analysis of his outcomes, describing them almost dismissively as “perfect”. He makes observations about the numbers but refrains from ownership and the possibility of further interrogation. ⁽²⁾

Nicolas describes commitment for the first time during the ‘time audit’ tasks. He also gives a reluctant analysis with a personal context which marks the shift toward awareness and finally opens the doorway to experimentation. ⁽³⁾ Following this, Nicolas explored his deeper motivations, important relationships, and goals. He also admits to “being a bit stubborn sometimes”. He begins to open up. ⁽⁴⁾ Moving this toward action, Nicolas chooses exercise as an injection. This is in line with his second identity statement (sportsman), whilst his acknowledgement of laziness as a leakage signals his emerging ownership of his school performance. ⁽⁵⁾ This represents significant growth from his opening position in which he had shut the door on any further reflection (“I don’t want to look at it again”). ⁽¹⁾

Working through the practical steps toward change, Nicolas understands the suggestions of his teacher but pays them little serious attention outside the sessions. The idea of seeing himself as a student who can score more than 30 points is an alluring identity challenge to him, but he feels conflicted about it. Freeze, flight, or flight? He is frozen. ⁽⁶⁾ Subsequently, his targets are not met

and the reality of inaction sets in. Time continues to pass for Nicolas⁽⁷⁾ and something in him commanded his persistence with the task. His experimentation continues with the first mild success. He notes the correlation between effort and impact with curiosity.⁽⁸⁾ Encouraged, Nicolas also works on active constructive responding and altruism. He is pleased to feel modest results and is buoyed up by the possibilities that offers.⁽⁹⁾ Unfortunately, burdened by the weight of a “system which constantly pulls you down”, Nicolas does not completely close the door on apathy as a life trajectory and his flourishing reverses course again. Still, he humours his teacher and entertains his more optimistic nature by imagining a best possible self.⁽⁹⁾

Nicolas now has an understanding of the subject matter of the model and is beginning to be able to articulate the links as they relate to him.⁽¹¹⁾ On reflection, Nicolas saw value in many of the activities and frames of thinking he was exposed to. Each contributed a small amount to his slowly increasing awareness and added to his openness to a change, premised on a personal responsibility.⁽¹²⁾ He now recognises that feeling more in control and successful personally and psychologically gives him strength to face the things he had before wished to avoid. He sees the impact of his mindset on his outcomes and uses “yet” optimistically in reference to what might be possible in his future.⁽¹³⁾

He has reached a new level of awareness which acknowledges the role he plays in his outcomes. He recognises that his self-report may have been inflated by fear and his ego on the first occasion, and he now presents a more honest and vulnerable version of himself.⁽¹⁴⁾ Nicolas now feels more confident to experiment with his identity statements. The roots remain; however, he is toying with the idea of being a better student and is searching for the right driver for that. He is grateful to have grown.⁽¹⁵⁾

Almost six months on, Nicolas can recall the basic structure of the model⁽¹⁶⁾ and reports using this to evaluate some decisions at the level of opportunity trade-off, but less so for his flourishing. He has also continued to try out, and to reflect upon, a number of the micro-lessons.⁽¹⁷⁾

He looks back at a challenging year. The limitations that formal schooling placed on his choice and freedom continue to frustrate his flourishing; this is something he has not yet come to terms with. ⁽¹⁸⁾ He also notes the difference between awareness and action as a point of tension and a barrier. He wonders how to embody the wisdom of the model. ⁽¹⁹⁾ This has not been easy for Nicolas, though his growth is evident. He is tired, but aware. Not angry, but evaluative. He is “stressed, confused and tired”, but ready to work on it. ⁽²⁰⁾

4.2.6 Olga

Olga has attended the school for the past four years and is a fulltime boarding student; living away from her family. She is Russian and has developed her English significantly in the past years to a good level. She is happy and confident. However, she is also quiet; not typically the type of person to initiate conversation or disclose more than is required.

Imaginative variation in the third person present tense: Olga

Olga finds the task of identifying her identity statements unfamiliar and uncomfortable. This has not been in her sphere of consideration before, and the difficulty in knowing herself challenges her. Sport, Art, Russian, and School are the best she can do at this time. ⁽¹⁾ When promoted, she can make a link between her identity statements and her performance, though only superficially. ⁽²⁾

As she explores the model through the 'time audit', her awareness expands and she begins to see her choices as threads which weave her outcomes together, rather than discrete and fleeting moments of action and behaviour. ⁽³⁾ Her awareness continues to grow as she digests more data on her performance process. She recognises imbalance in some areas and improvement in others. ⁽⁴⁾ Directed to set targets for each of the areas of flourishing, her scope of possibility is both broadened and narrowed. She is better able to articulate important personal orientations for the constructs being-connected, feeling-good and doing-well; though these are yet to be linked with her idea of herself. ⁽⁵⁾ She can locate examples of strength and resilience in her past which she can draw upon as necessary ⁽⁶⁾ and she can also assess areas for her improvement. These include openness to learning and avoidance of negative thinking. ⁽⁷⁾ Olga now has a sound understanding of the model and can relate easily with it to support her personal improvement. ⁽⁸⁾ With a strong awareness and affiliation with the model in place, Olga is positive about experimentation. Her actions have clearly hypothesised outcomes locatable to her in familiar language. ⁽⁹⁾

Her initial experimentation is positive and leads to good outcomes and incremental, yet noticeable change. Not every experiment worked, but each promoted reflection and greater awareness. ⁽¹⁰⁾ However, following some time, she

found that her initial success waned. On reflection, she recognised a conscious sacrifice of feeling-good and being-connected for doing-well as the temporary cause. She continues to play with new interventions and observes her performance. ⁽¹¹⁾ She can now articulate a clear and positive best possible future. She draws on her identity to do so, though without a completely robust interaction or connection between the two. Her future is easier to conceptualise than her present was in the beginning. ⁽¹²⁾

Olga now realises that she can “actually be better” than she is and finds this thought motivating. She has assimilated interventions which she finds personally congruent into her normal behaviour, and she has ignored others which are not. ⁽¹³⁾ She is reflective, and can look back on her previous behaviour with humour. ⁽¹⁴⁾ She recognises her time, attention, and energy as paramount to her achievement. ⁽¹⁵⁾

Olga’s performance has improved. “I think you can tell”, she exclaims. From her new vantage point she looks back and acknowledges, “it was not the best time for me before”. ⁽¹⁶⁾ Though she still finds the identity statements difficult to arrive at, she has gained more certainty about them. Her demographic statements in the first iteration have evolved to behaviour directing identity constructs which highlight hard work, dedication and desire to achieve. She is happy. ⁽¹⁷⁾

After almost six months, Olga’s articulation of the model is strong and reflects her continuous interaction with it, and her own personal points of emphasis. ⁽¹⁸⁾ Olga reflects on a sense of calm and balance which is not typical of her classmates at this stage of their schooling. She doesn’t worry anymore. She knows what is important. She is in control. ^(19;20)

Of major consequence for Olga has been her successful prioritisation. She is intentional with her resources (time, attention, and energy) and invests them wisely to the greatest short- and longer-term benefit. ⁽²¹⁾ Her shift in identity statements for her final reflection demonstrates her comfort and excitement for the future. Determination and handwork have served her well and she can now look to the future optimistically. ⁽²²⁾ She is still ‘from this School’ and feels this

link strongly. However now she is also, somebody who hopes to change the world for the better. She is waiting to graduate.

4.3 The General Essential Structure

Following analysis of each individual meaning unit from the first-person perspective of the subject, individual experiences were distilled further using imaginative variation to provide each participants' individual essential structural journey (see Appendix 4.0). These are presented in the third person. The final stage of the analysis (as described in Chapter 3.5) combines the essential features of each participant into meta-themes, presented as the general essential structure of the phenomena as it pertains to research question two: In what ways do students interact with and make sense of the theoretical framework for human flourishing to bring about cognitive and behavioural change? To this end, four distinct themes emerge.

1. **The Model:** Students used the model over the course of twelve months, initially as directed and then free and independently in order to analyse their behaviour. They found this beneficial, felt that it empowered them to understand their flourishing, and better direct their behaviour toward promoting this further.
2. **The Phases:** Students' awareness of the model fostered confidence in them to experiment with various micro-lessons and reflect upon their impact on their everyday experience. This process has clear personalised phases or cycles of experimentation, leading to success and/or failure, leading to greater awareness and personal understanding, leading to new commitments and so on.
3. **Identity:** Students constructed identity undergoes significant shift throughout their coaching and in the time thereafter. This reflects their growth, their increasing self-awareness, and their changing personal goals and expectations of themselves.
4. **Resilience:** Set in a school, we find that students' experiences are tied inextricably closely to their school experience. Their resistance to, or acceptance of, this is a major influence on their being and their flourishing. It also commands resilience irrespective of the relationship.

Taken together, this informs us that the model has utility for supporting students' flourishing, though this will not necessarily be immediate. Individual participants

cycle through phases of exploration, through which identity will be shaped and constructed, set against the challenge of negotiating schools' demands on young people. Each will be discussed in detail below.

1. The Model

All students in the intervention group related with the model in both a theoretical and personal way. This is reflected in comments such as; "everything made sense actually if you think about it like that", "I can obviously relate ... it is a great model" (15H); "to be honest, I think this is really helpful" (8O); "it is pretty relatable, the whole thing" (11M); "it is helpful and applicable in life to keep an awareness of these things" (25M); and, "I have always been kind of using this, but I am glad that now I can put my finger on it" (13J). Aside from relating easily with the model, it is noteworthy that within the structure there was sufficient scope for individuals to highlight the parts that resonated most with them. For instance, for Harold this was choice, for Emily it was leakage, for Olga it was allocation of time, attention, and energy, and for James it was injections. Each participant was drawn to a different section of the model they saw the most benefit in. This allowed them flexible interpretation and the ability to place emphasis where they felt it mattered.

Even after six months, all participants could articulate the major functions of the model clearly and without prompting, though the emphasis remains personalised. Three interesting examples to contrast are between Harold, Mia, and Olga.

- Harold emphasised what he felt was the most important aspect, "everything begins with your time, attention, and energy; what you put that into" (H23)
- Mia recalled in very good detail, "there is time, attention, and energy on one side, and the other has feeling-good, doing-well, and being-connected. And then, the arrows are the way they influence each other. Choices confirm your identity, and your identity influences your choices. Then you have leakages. Laziness, your mindset, learning, your attitude and health; that's what I remember from it." (M26)

- Olga summarised rather generally, “well, basically, the model we learned shows that the outcome you get depends on the input you give, and the more you give the better you get. Also, you need to understand where to put your attention, energy, and time, and, distinguish what is important and what is not, so you don’t waste your resources. This affects how well you do, your relationships, and your feelings.” (O18)

It is clear that these examples reflect that something has been understood and reinforced over time, although each of the participants summarise this in their own unique way.

Each participant also provided reflective evidence of a process whereby their thinking is framed in the terms of the model. Emily is able to stand back from her ‘strangely unproductive’ and ‘stressful’ week and analyse her situation in a solution focussed way based on the model. Long after coaching ended, Emily also still speaks of her commitment to balancing her doing-well, being-connected and feeling-good, whereas, it is the rational linkages and flow of the model that resonate deeply with Mia. She takes this to its furthest logical conclusion and application; almost to the point of seeing herself as a character or avatar.

“I like the concept of time, attention, and energy and I think it is really summarised well. I know what three things I have, because you can be like oh yeah, I have time, but then you go specific into it and actually that is not the complete story. I have this new look, that like, instead of just looking at what I have to do, I kind of just step back and see the whole picture, of like consequences of, if I do this way or that way, and then, this is like how the best timeline would be. So basically, just stepping back and, not being Mia, but like, being another person deciding what Mia should do. You know what I mean, and that kind of helps me, because it is like playing a video game. Because it is not me, so I don’t think about like the direct impact of everything happening to me right now but, I think about, also that is my character, she has 100% energy, she has 50% attention and like 2% time or something. And then, how do I manage that, instead of like, managing myself; because, I will be under the influence of 50% energy and everything else.” (M29)

Another example is seen in Nicolas who uses the model to evaluate choice trade-offs. James reflected in detail on his new understanding of his factors of production.

“I also came to realise that maybe energy is quite a physical quantity, if you are feeling very exhausted and tired you won’t be able to focus. But there is something about attention, that it is really just up to me, whether I listen or just hear, it is not really measurable, there is not a limited amount of it, so I just started paying attention to everything at all times, which was, which still is, tiring, but extremely gratifying. I remember a lot more stuff. I can use time extremely more effectively because I pay attention to everything. In the time aspect, I have been extremely busy, in relation to what I have been doing before, I think I work 12-hour days and even do stuff on weekends most of the time. Surprisingly enough, I don’t miss all the free time I had before, actually the static inertia that free time granted me, isn’t as gratifying as getting stuff done and getting yourself out there.” (J25)

Mia also used great detail in her reflection focussing in on the components of flourishing. Using this frame of reference, she can recount examples of awareness and experimentation for every single construct in the model.

“For me, the feeling-good, I think it is more of like switching my mindset, so like injecting good things, injecting a new mindset into it; instead of like externalising or internalising, it is really a balance of everything. And, I learned to prioritise differently, to put different priorities in different orders. So that’s about feeling-good. Doing-well, that kind of relates to feeling-good. Instead of approaching doing-well as doing well at school, I think it is about doing well in life. About any accomplishment. I mean to me, eating a good meal is doing well. Like making a good wok! So that’s just doing well. Just taking a different approach, the concept helped me. Honestly compared to like last time we talked, I am definitely not doing as well, as I used to at like, academic stuff, but doing well in general in life is better than it used to be. And then, being-connected. Hmmm, with friends at school, I would say I feel less connected, but it is

also like, after the summer I had a lot of new friends and then the time, attention and energy I spend on my friends divided between different groups of friends and everything; but it's not worse, it's just a better balance. Being-connected with my family. I think I talk with my mum more now, not in the frequency of our calls, we used to talk three or four times per week, and now we try once a week, but I always forget so it has been once every two weeks for the past month. But, the depth of the conversation, and now it is not, like she doesn't control me like before. But now she is really letting go even more and it is really like adult talking to adult. Yeah, it used to be like, yeah, just do this for me please, and now it's like, "but I really think you should do this, what do you think about my opinion?" (M27)

The model had an acute and chronic resonance with the participants, which was structured throughout to be universally applicable to participants varying personal contexts, yet allowed sufficient personal interpretation to be assimilated into individual constructions uniquely.

2. The Phases

Without exception, all participants cycled their way through the processes of;

- (i) developing an initial awareness through the model;
- (ii) developing confidence in experimentation;
- (iii) reflection on the successes and/or failures in their interventions;
- (iv) developing deeper awareness;
- (v) more targeted and independent experimentation, and finally;
- (vi) habituation of successful interventions.

For example, this process is evident in Emily's (i) initial considerations of what 'doing her best really means'.

"I really liked the activity with billing your time. This was to imagine you were paying yourself for the work you completed each day. Like, would I be happy to pay for this level of productivity? This really changed

my view of how valuable my time is, and how little we actually have. I kept thinking about that.” (E12)

“I spent some time thinking about this statement: ‘Successful people make habits of the things that others do not like to do’. Does that mean that we have to accept a certain amount of suffering to succeed? I am not even sure if that is the right question. What do you need to sacrifice to succeed?” (E15)

This was followed by (ii) her first experiments with exercise and meditation, which she (iii) “sees no direct positive or negative impact” in.

“I would like to think that I got better though. I tried to focus on exercise and laziness and paid a bit more attention to these. So, I think at least I focussed more on it, I don’t know if it got better. Actually, what helped was kind of like, mindfulness, and looking away from just academic stuff. I prioritised exercising and doing things that make me feel good.” (E18)

She also experienced some success experimenting with active constructive responding, and was curious about character strengths, however, the best possible future activity made her anxious. Finally, she feels she improved due to (iv) greater awareness and better prioritisation.

“Since our sessions ended, one practical thing I do is that I write a to-do list. I have a white board with a to-do list. That helps me with time and energy to see what I can achieve in one day. I don’t always tick everything off but that doesn’t matter. I always see it in my room, so that helps... that is a target I maintained; keeping the list and including things for feeling-good and being-connected.” (E23)

Her (v) attention and her productivity are notably better than before.

Mia’s experience fluctuates. Mia (i) quickly identifies with the model and (ii) “after a bit of practise”, she experiences success in her early interventions.

“Doing them makes my mind more relaxed and positive before going to bed and actually helps with quality of sleep.” (M14)

She then reverses course (iii) and deteriorates to neutral in flourishing terms, yet higher performing in academic terms.

“I have found that keeping these tasks up is not as easy as starting them.” (M15)

Following this, she changes again and reflects (iii) exactly the opposite, feeling much better, yet performing worse in academic terms. Thankfully, (iv) this comes with a sense of calm and control, and she engages in continuous cycles of experimentation and (v) continues to use the model as a device for enabling her to have greater perspective when analysing her choices.

“Academically, I think I dropped slightly. One point in biology, one in mathematics and one in languages. I tried to keep it there, but with everything - more things to learn, more things to do alongside of it, projects, university applications, even friends, and my health and everything - it is hard. So, it's definitely not as high as before, but I am more happy with it than I used to be before. I used to be like, I want an excellent score and I'm just below that now, and that's not okay, I hate myself. Now I accept anything from a very good to perfect. But even good feels fine right now. It is just some points, I can see what I have to do, and I know what I need to do, and I have time. So, it is really good; not that much pressure, even though I am falling a tiny bit down. I am aware, I think that is the most important part.” (M28)

Much like Mia, James (i) identifies quickly with the model as it aligns clearly with his intuitive sense.

“I think I have always been subconsciously aware of using this model. I have never been able to materialise the different steps of the circular model, but I think I absolutely approve of it and I think that if you

take an actual look at the model, you might discover a new way which you did not yet utilise.” (J14)

He has clear ups and downs (ii) some things work, others do not, (iii) some stick, and others do not. The notable thing in James’ journey is that (iv) he begins to do this autonomously at a very early stage, and (v) reflects that;

“I have honestly, never been in better shape as a person. I feel very comfortable being me right now.” (J13)

Harold (i) could see himself in many parts of the model but maintained a clear sense that (ii) any experimentation was only happening on his terms.

“I feel like my theoretical understanding of this concept is improving, even though I don’t feel I am doing things differently, yet. Ultimately, I still have to do it.” (H6)

“I understand the model is not how anybody ‘should be’ but it is basically what you could consider a healthy person ‘could’ be. Like there are obviously linkages, and this model adapts to take care of them, identify them and see how to work on them. And then there is the injections, this model also helps us identify them, take care of them, and see how we could improve ourselves. And, there are basic categories of doing-well, feeling-good, and being-connected and all that. And all that, it helps you identify what you are good in, and maybe what you need to improve in, and it gives you almost this plan of what you ‘could’, not what you necessarily ‘should’, but what you ‘could’ do to make yourself feel better. That’s basically what I understand from it. (H13) That is important for me, it is a model and all, and it applies to everyone really, but just because something might be wrong in your life, that doesn’t mean that you have to fix it at that moment, you might have other things that you need to do and that is why I said ‘could’.” (H13)

He (iii) enjoyed using active constructive responding and other interventions which gave immediate feedback.

“Active constructive responding was one of the most useful parts. That is probably the one that stuck with me most. I don’t know, just for some reason it just stuck with me the most. It just feels like that is one which you can basically do most of the day. There are others, being your best possible self and whatever, which you can’t just do with the snap of a finger. But active constructive responding for example, you can literally do any time you walk past someone, you can almost try it out. I actually have the thought in the back of my mind sometime while doing it and eventually it just disappears and becomes natural at that point.” (H16)

He felt success in these, whilst those with a longer time orientation were more difficult. His (iv) awareness grows to the point he defines flourishing for himself and he (v) maintains the model as a frame of reference for understanding his performance outcomes following the intervention.

“I think I have stopped lying to myself as well. Because like okay, last year, I, you know when teachers would be like, you know, “why are you not working?”, last year I’d make excuses and be okay with it, but this year I just, I’m okay with it, but I’m okay with it in a way that I don’t have to excuse it to myself. I think that actually that might be worse. I consider it better because I feel much more satisfied this way, because like okay, it is weird to say, okay my work habit, my work ethic is still not absolute quality obviously, but then last year, I wouldn’t worry about it in any way because well, it’s because of this reason, it’s because of that reason, and such and such. And this year it is more of a like, well, ‘I know’. (29) I have started to own it for one, and to actually think about it. Because last year I just discarded it, it was a problem that didn’t matter to me. This year it is problem that, I might have not done too much to change it at this point, but it is something that I think about, that I enjoy thinking about actually. Something that very much interests me I suppose. I finally started thinking about that! Thinking about the problem and how I can get the best from myself. I guess I did improve in many ways but I am still not satisfied.” (H30)

“I think as long as you are aware, and you are fully being yourself, then that is flourishing.” (H31)

Olga (i) took more time to relate fully with the model, yet once she did (ii) her experimentation was mostly positive (iii) with the exception of just one acknowledgement that she had chosen for a period of time to focus exclusively on doing-well to the detriment of feeling-good and being-connected.

“Using the model to increase your performance, you have to spend your time, energy, and attention on the right things so you get the good result. There are injections which help you to do that, and also leakages which take away your time, energy and attention. Through that process you also get connections, wellbeing and doing well. To be honest, I think this is really helpful.” (O8)

This (iv) awareness led her to manage this period with greater acceptance and control and (v) led to her toward a more ambitious vision of herself.

Before I was kind of like, just to go through the day and get to another day, you know, just like, waiting till the school finishes so I can go back to the boarding house and do my stuff. But now, I mean I also want to go home, but now I can spend this.” (O15)

“I learned that I can find time for my school work, as well as friends and family. I don’t feel like I don’t have enough time. Well maybe sometimes, but normally I have enough time to do the work I have to do as well as just hang around and meet friends. Whereas some time ago I was feeling stressed just by not doing anything.” (O19)

Nicolas almost lacked awareness in the early stages of the coaching, limiting his progression to just the third phase in the time permitted. In the beginning, he did not even wish to engage in the discussion of his performance, though he slowly progressed (i) to the point of being “ready to work on it”. Before he reached this point, he dismissed many of the early suggestions for experimentation. After some time (ii) he showed greater commitment to experimentation and

particularly liked active constructive responding (iii) due to the consistency of this intervention with his identity constructs of 'open-minded' and 'good friend'.

This aspect of the general essential structure offers a key contribution to the coaching literature in support of the use of longitudinal studies for deeper understanding of change processes. It may also offer the positive psychology literature an explanation for the severe drop-out rate in short term and narrow studies of specific PPIs.

3. Identity

The essential features of the identity awareness and shift include;

- (i) all participants found the task of defining oneself in four "I am" identity statements at least slightly uncomfortable;
- (ii) all participants could see a clear link between their identity and their performance outcomes by the end of the interventions;
- (iii) all participants developed at least one new identity statement by the end of 12 months;
- (iv) the stage of life, and stage of schooling, was an impactful factor in all of the participants constructions;
- (v) the deliberate planting of identity drivers did not result in participant uptake of those statements although often gave rise to performance improvement or alternative personalised versions with similar intentions.

Among her other statements, Emily (ii) draws most heavily on the identity construct of "hard working" to support her behaviour and high performance. Hard working applies (iv) most significantly to her school work. She notes that this may not be sustainable and plays with the idea of introducing "I am inspired". This statement (v) doesn't stick, however with great effort, she does sustain her high performance and arrives at a variant (iii) "excited for the future".

"So, my identity. I guess, I grew up in London. I am into science. I like horse riding. And, I am hard working; putting as much work into everything that I expect from myself. That's me, not everything, but it is hard to put into four sentences. I guess those are the most important." (E2)

“Thinking back to my ‘I am’ statements after everything this year: (i) I think I am growing; (ii) I am changing; (iii) I am still interested in science; and, (iii) I am excited for the future. The others still make sense, but for me now, it is just remembering that there is a new phase ahead. I am excited, but I am tired.” (E25)

Similarly, to Emily, Mia uses the construct of (iv) “this academic programme” to (ii) support her high academic attainment, as well as her cultural identity “I am Vietnamese” which when unpacked means something like ‘hard work beats brains’. Also, conscious not to burn out, (v) she tries “I am balanced and efficient” as a construct, yet this has only limited impact. Mia was questioning the impact of “this academic programme” on her outcomes from the beginning and suggested it would be temporary when she had first articulated it. She then wrestled with a change to “love of learning” and had (iii) found complete comfort in this new construct by the end of 12 months.

“I used to have ‘I am a student in this academic programme’ and I said it was short term, but I really, I would disagree with that honestly. That one is gone. I would tell the old Mia, that you are so much more than just part of a programme. It is great that you are devoted to such a programme, it’s good, it builds me up and everything, but like, when I look at myself and think that I am just, not I’m just, but I am a student in this academic programme. That just kind of defines me like, ‘oh I’m just someone who takes six subjects, studies philosophy, writes an in-depth essay and does service work. Whereas I am so much more, like, I can’t just limit myself to that. I could say that I am a potential candidate for Harvard, I’m not applying but like, I could say that, so like academic wise, limiting myself to just this type of student just makes me stressed out even more. Like, if I am identifying with this programme, then I have to be ‘the best’ student on this programme. I have to think what is the standard and I have to get way above that. So, I would disagree with that now. I am just someone who enjoys learning; because I do enjoy learning and studying.” (M31)

James identifies himself as a pianist, a language enthusiast “in every possible way”, patient, and as a gamer. Although he felt the need to defend ‘gamer’ by stating that it “may seem childish, but I just really love it”. He saw (ii) a link between patient and being prepared to keep working and waiting for results. This was true for James the pianist, and with respect to his schooling. James did one experiment (v) with the trying to tie together an existing construct and a directional construct to support with his academic attainment. This was “I am gaming the programme”. This did not stick, though he did come to a better relationship with his school work, stating that he is now “working with the immovable object that is the academic programme”. Finally, (iii) he substituted “I am a gamer” for “I am determined” which better supported the hard work he saw upon the horizon.

“In terms of identity statements, this is interesting. I am still a pianist. I am also a conductor now. I am patient. And now, I think I didn’t say this one before, but most of all, I am determined.” (M27)

Harold arrived with a commitment to non-conformity. His original ‘I am’ statements included: I am a punk; I am a teenager; I am a rebel, and; I am not into reading. Harold changed significantly yet slowly. Following a review of his reports in which his teachers had reinforced the idea he was very intelligent yet underperforming, he (ii) focussed on the idea of “I am academic”. Whilst his (iv) academic performance did improve dramatically in this time, the (v) statement did not stick in his top four. Harold notes that, “I think my personality has swung around from different identity to different identity, it’s weird, for example, I think if you placed the Harold five months ago next to the Harold now, even though not that much has changed in his life, frankly, you could almost say nothing significant has changed in his life, there is, I would consider myself very different”. Perhaps most significantly, (ii) he moves (iii) from hints of apathy to being excited for the future in two iterations. The first was “slightly excited ... like excited in the most subtle way possible” immediately after the coaching to arrive at “just excited” after six months. This reflects his sense of control and greater awareness of his possibilities and potentialities.

“I am a teenager; a rebel; and a punk. I am not into reading. I don’t think I can describe myself any more honestly than that. Being a teenager means having very bad ideas and acting on them.” (H1)

Olga (i) found this task immensely difficult. She had; from Russia; Sportswoman; from this school; and, I like arts. Although art seems to have been experimental (iii) as she retracted it relatively quickly, stating “I don’t like arts anymore”. It is significant that Olga maintained (iv) “I am from this school” as this shows her identification with her education and the community explicitly. She also (v) tried out “I am ambitious and committed” and though this was not fit for retention, she did come to the realisation that “I can actually be better”. In the end she introduces (ii) far more directional and future oriented statements, including; I want to study sport; I want to change the world for the better; and, I am waiting to graduate.

What are my four ‘I am’ statements? What is an ‘I am’ statement? I am just me. I don’t know. What am I supposed to say to this? I am, whatever? I don’t know. I am... Okay, I like sports. Does that count? Um, I like arts? I don’t know. I come from Russia; I am Russian. And, I come from this school. That is four. I don’t get this.” (O1)

“I am part of this School. I want to study something related to sport science. I want to be part of changing the world to the better, kind of effect it in some way with what I can do. And, I am waiting to graduate. Thank you.” (O22)

Nicolas’ ‘I am’ statements begin with I am German, I am a sportsman, I am a good friend, and I am open-minded. Nicolas (ii) feels that being open-minded helps him carry on with school even when it feels difficult. Over the course of the 12 months he searches for the right construct to bring him to higher levels of performance (though without great success). Open-minded was enough to keep him coming back, but not sufficient to improve his performance. Further, he had dissonance about ‘sportsman’ due to injuries, and no time for ‘good friend’ due to his growing school commitments. This left him “stressed and confused” but “ready to work on it”. There is progress here.

“I don’t see a link but, if I had to say which of my identity statements has affected my academic outcomes the most, it is probably ‘I am open-minded’. You know, I don’t really enjoy school work, but I find that being open-minded helps me just get on with it.” (N1)

“Another thing is I think I am a good friend. Every time somebody needs me, I am there for them. I love to spend time with them, having a good time. My other two ‘I am’ statements, honestly, probably stressed and confused. I don’t know, something like that. Tired. They probably shouldn’t be there or I will get more stressed and more confused. I have to work on it.” (N20)

This general essential feature confirms the literature suggesting that significant identity change occurs during the high school years and provides the basis for an identity centric/specific PPI. It also begs further questions regarding the dynamic between identity and flourishing in relation to one’s context, and seems to suggest, given the difficulty most participants had in narrowing it down, that identity might be rather more of an unconscious process.

4. Resilience

On first inspection, resilience seems to be a just small component of the model. Yet, in the context of these young people in international education, resilience was a major feature of their experience. As resilience exists in the model, it offers a pathway for the allocation of time, attention, and energy toward ends not entirely of one’s choosing. As mentioned in the introduction of the model (Chapter 1.3) it is probable that such an event or context will occur at one time or another. One must be able to recognise quickly, reallocate sufficient resources and adjust expectations of flourishing in the short term. What was evident from the study was that the experience of school for these young people was often associated with and involving such periods of resilience and diversion from ‘normal’ flow of resources. Every participant alluded to this in one way or another.

Emily simply says, “it has been hard!”, whilst Mia elaborates, suggesting that it feels like “everything at once”. She often felt imprisoned by the programme and unfairly judged herself against the standards of others, or her own impossible standards. Olga speaks about how she would worry about things and get stressed anytime she was doing nothing whilst, Nicolas described school as “constantly pulling him down”. James saw it as an “immovable force” and Harold evokes a comparison with a violent attacker stating that “the IB hit”. Even thinking about it would bring him down and he felt suffocated, like there was less hours in the day.

Concluding this section, the key findings in relation to research question two (in what ways do students interact with and make sense of the theoretical framework for human flourishing to bring about cognitive and behavioural change?) are that students interact with the model in a very pragmatic way. The introduction of the model provides a cognitive change with which brings the possibility for them to explore behaviour change. The model also supports identity development and moratorium identity status, understanding and exploration. Finally, the model supported students flourishing and higher performance, though it must, of course, be seen as an ongoing process and in context of the life worlds and struggles of young people.

Chapter 5: Discussion

5.1 Discussion of Findings

Looking back, we began this inquiry, the final step of a three-part investigation (having first developed a theoretical framework for human flourishing, and developed a psychometrically valid way of measuring it) to work with young people longitudinally using the model and the measurement tool to improve their flourishing outcomes.

From this standpoint, I arrived at the research questions.

1. Can a programme of coaching focussed on introduction of a theoretical framework for human flourishing increase young people's self-reports of flourishing?
2. In what ways do students interact with and make sense of the theoretical framework for human flourishing to bring about cognitive and behavioural change?

Throughout this section, I answer both questions and begin the associated discussions which arise logically as related to, and of importance to, an ongoing inquiry into a CFMF from a positive psychology, coaching and/or identity theory perspective. Of particular note is the centrality of identity, the latency of effects, and the coaching environment. In addition to this, I seek to highlight some limitations of the current study and suggest some possible agenda items for the future of positive types of psychology and positive education.

In answer to the first question, the results of this study provide support for a proposition that a programme of coaching focussed on introduction of a theoretical framework for human flourishing (specifically, the Circular Flow Model of Flourishing) may indeed increase, or is likely to increase young people's self-reports of flourishing (as measured by the Circular Flow Model of Flourishing Survey). This is evidenced in Chapter 4.1 and brought to life further in Chapter 4.2. Whilst many associated questions remain, the data suggests that (in con-

trast to the control group) a number of the constructs identified, and in particular Being-connected, stand to improve throughout such an intervention, and as such there is a notable positive impact in self-reported flourishing.

This is a key finding in answer to the first research question, yet this alone is not a complete picture and does raise an additional sub-set of queries to reflect upon; particularly in understanding and explaining the latency of the effect. That is, significant improvement, in all cases, was not evident between the pre-intervention and the post-intervention at the conclusion of the coaching, yet manifested only at the post-intervention follow-up after a lapse of approximately half a year. This question of latency (or speed of accumulation), its interaction with identity theory, and pathways to flourishing, leave much to be explored. Secondary points of interest, which bridge both research question 1 and question 2 surround which of the constituent constructs contribute most significantly to the change in self-reported flourishing, and whether there might be more to be learnt about a concept of Return on Investment (ROI) as a measure of performance (See Chapter 4.1 for introduction to this concept)?

With respect to latency and accumulation, the Flourishing data provides an interesting case. Though not significant, a closer look reveals that the average flourishing score increased from 67 to 75 to 80 out of a total possible from 100 across the time periods. This represents an average of 8% increase from pre-intervention (Jan 2018) to post-intervention (June 2018) and a further 5% average increase from post-intervention (June 2018) to post-intervention follow-up (Dec 2018). This represents a positive accumulation, though not yet reaching a point of significance. If it were to continue in such a trend it would soon reach a significant point when paired against the pre-intervention data. This effect could erroneously be considered a latent effect. Though it does continue to increase after cessation of the intervention, it is most likely that the significant effect would be a result of an accumulated increase rather than a latent impact. What is noteworthy, and has bearing on impact measurements of future interventions, is the continued increase in flourishing following the end of the coaching. This could possibly be due to the embeddedness or stickiness or the CFMF itself or may be more widely prevalent in similar interventions.

Exploring this further, doing-well shows a similar pattern of change as did flourishing, increasing 8% (from 69 to 77) from the pre-intervention (Jan 2018) to the post-intervention (June 2018) and a further 3%, (from 77 to 80) between the post intervention (June 2018) and the post-intervention follow-up (Dec 2018). Both flourishing and doing-well may even be considered to have diminishing returns, though additional data points would be necessary to speculate further around this.

However, being-connected displayed a truly latent effect with an insignificant average increase of 3% (from 64 to 67) between the pre-intervention (Jan 2018) and post-intervention (June 2018), and a significant average increase of 15% (from 67 to 82) between post-intervention (June 2018) and post-intervention follow-up (Dec 2018). Perhaps this is due to the time required to build positive meaningful relationships, we do not know.

Taking account of that which we can objectively postulate from and that which might shape our subjective hypothesis; concretely, it is reasonable to suggest that self-reported flourishing is likely to increase as a result of introduction to a framework for human flourishing, and that the underlying structure and shape of the increase may vary between the constitute elements of flourishing over time. Further investigation into the velocity and longevity of these effects and their accumulating, latent or diminishing characteristics may add value to processes for enacting and sustaining human flourishing.

The second question, in what ways do students interact with, and make sense of, the theoretical framework for human flourishing to bring about cognitive and behavioural change, required a more nuanced lens and was explored phenomenologically through the lived experiences of participants in the intervention group. The results of which (in Chapter 4.2) point towards an essential structure in which students cognitive understanding of the model is reinforced through exploration and interaction with the micro-lessons. This is played out in the behaviours upon which they reflect. There is an interaction, or perhaps simultaneous development of identity, as behaviours which are congruent with the wisdom of the model and the construction of identity are assimilated into selfhood.

This is set against the backdrop of a personal struggle against the dominating feature of their life-worlds; completing their high school education.

To illuminate some noteworthy features of this interaction, I will focus on the potential mechanisms for change in (i) the promotion of flourishing, (ii) identity, and (iii) coaching, then complete the chapter with (iv) some points for the future.

5.1.1 Promoting Flourishing

A major impetus for a new model of flourishing for positive education has been the lack, of what I have termed, utility in the previous flourishing accounts. That is to say, that the accounts of flourishing have not, as far as I have managed to apply them to my professional context in schools, gone far enough in making the theory of change sufficiently clear. Without this, they are merely entertaining, not life changing. This is a possible reason for the slow uptake in education and other applied areas. To illustrate this point, I evoke a number of previously mentioned accounts in explaining the findings of the current study, then conclude with the CFMF account.

PERMA posits that flourishing life will be one full of positive emotion, engagement, meaning and purpose, positive relationships, and accomplishment (Seligman, 2011b). I have already drawn the parallels between the CFMF and PERMA and find many aspects of it attractive. However, from the student perspective, PERMA could be akin to having five empty buckets which should be filled. Where to start, and how they interact, is all lacking. Although there is a core literature surrounding PPIs which may support each element, as a day-to-day guide to high performance, and to improvement, it is lacking. Butler and Kern (2016), who have developed measurement tools for the PERMA constructs, state that “there is no single best model of wellbeing, but different conceptualizations can be helpful for taking the abstract construct of wellbeing and providing concrete domains that can be measured, developed, and sustained” (p. 2). Though on closer investigation, it is not as helpful as they have suggested, precisely because flourishing, the piece that ties PERMA together, still remains abstract. Taking James for example, he realised that it was

possible to increase the global sum of his factors of production, rather than simply allocating all resources into constituent components.

“I have changed many parts of my thinking and awareness even still after this course. Like, for me personally, I never thought highly of a balanced lifestyle, simply because, I want to avoid mediocrity, if that makes any sense. However, as I came to realise that humans are not perfect machines that can just allocate all of their resources into one thing, get that to absolute top quality and then just abandon everything else. Then the system just collapses. So then I thought the solution would be to keep everything balanced, but balanced at a higher level. To raise the bar over all, not balanced in terms of cut everything down so everything is equal, but actually push every single input I can get. So I started working out regularly, which would have been out of the question about half a year ago. And it really is a really heavily underestimated source of energy. I found that these things are very interlinked and that heavily investing into one doesn't necessarily cause the others to slack. Quite contrary actually. Of course, balance every day is not possible either, then you just wouldn't achieve anything ever.” (J24)

These additional layers in the process, or striving toward flourishing, are what is of ultimate importance to positive education. PERMA alone does not provide an encapsulating enough account of how one makes sense of one's flourishing and does not yield the explanatory capacity necessary to give it utility in promoting flourishing in and of itself. This may be why PERMA, as positive psychology's dominant account of flourishing, adopted 'broaden and build' as a theory of change.

Well associated with positive psychology-based accounts of flourishing, is Fredrickson's 'broaden and build' theory. The first aspect of this theory is the proposition that positive emotions “broaden an individual's momentary thought action repertoire” (Fredrickson, 2004, p. 1367) enabling them greater experiential potential for growth, and hence greater flourishing. The extension of this proposition is that different emotions achieve this in different ways (joy via play, interest via exploration, contentment via savouring and love as the expression of

each of these within a close relationship) and that by doing this, one “builds personal resources” (Fredrickson, 2004, p. 1367). In essence “the broaden-and-build theory conveys how positive emotions move people forward and lift them to the higher ground of optimal wellbeing” (Fredrickson, 2004, p. 1375). This theory is not incongruent with a Circular Flow Model of Flourishing, however, neither is it completely sufficient as an explanation with utility. The model has come under criticism notably from Heathers, Brown and Friedman (2015) and from Nicholson (2018), questioning the validity of some findings and hence the extendibility to a theoretical position.

Whilst defences of these criticisms (Fredrickson & Kok, 2018; Kok & Fredrickson, 2015) have been offered, there is still reasonable doubt surrounding some of the key tenants. That positive emotions broaden thought action repertoires seems plausible, however, whether positive emotions undo lingering negative emotions, fuel psychological resiliency, or build personal resources any more than negative emotions (Fredrickson, 2004) is contestable. That said, it may add something to the question of how young people interact with and make sense of the CFMF. Particularly illuminating is the idea of positive emotion as a regulator of choice. That is, when there is a lack of positive emotion “people lose their degrees of behavioural freedom and become painfully predictable” (Fredrickson, 2004, p. 1375). Though, I cannot imagine Nicolas, in a stressed and confused state of school-related resistance, thinking about how he might increase his thought action repertoire.

There are numerous other theories which can also be taken into account for rather smaller elements or parts of what might constitute a whole. These include work on character strengths (Peterson and Seligman, 2004), GRIT (Duckworth, 2017), and growth mindset (Dweck, 2006) for instance. Each of which adds to the fuller picture, but cannot provide a full picture. For example, rather simply and among other possibilities, utilisation of character strengths might support tightening the net for feeling-good, grit might support with tightening the net for doing-well, and growth mindset might encourage greater exploration with injections. Though none answers the question, of how flourish in a way that could be considered comprehensive.

Self-determination theory (Ryan and Deci, 2000) provides another possible explanation which picks relatedness, competence and autonomy as the pathways to a flourishing life. Comparing this to the PERMA model, relatedness has some close connection with positive relationships and competence with accomplishment. Given the close association it has some of the same problems as PERMA, yet the autonomy aspect is something that may resonate very well with characters such as Harold, for whom ownership is deeply significant. Still, it is difficult to make use of for Emily.

“Taking a look at my report, it is quite good. The grades are what I wanted, and my effort grades are all excellent. My teachers are pleased with my work and generally their comments just say, ‘carry on doing what you are doing’.” (E3)

“I think my academic performance has probably stayed the same. It was already good and my report comments still often say ‘just keep doing what you are doing’.” (E18)

Has she achieved the pinnacle of her relatedness, competence, and autonomy? As is the case with PERMA, it is a good theoretical construct, but it loses its value when applied to practical problems.

Another, simpler, and very compelling (particularly in the case of schools) possibility can be drawn from Fordyce’s (1977) study (referenced in Chapter 2) in which he states the effect can be attributed to education. In Fordyce’s case, he had undertaken research into the behaviours of happy people, and taught these ‘fundamentals’ to the participants of the study. The current study has parallels to this, though the target outcome now takes on a broader eudaemonic character.

“The fundamentals provided the subjects with a basic education on the general nature and causes of personal happiness; thus, it helped them learn about, and better understand, their own happiness. Knowledge in any area can be enlightening and useful, and it appears that knowledge about human happiness is no different: those who are educated about it have a greater opportunity for control over it.”

(Fordyce, 1977, p. 521)

It was this increased awareness, rather than, or perhaps in conjunction with, an upward spiral of positive emotions, which he concluded to be “the single greatest benefit of the programme” (p. 521). “Continually reflecting on their happiness, they were able to better understand its causes and thereby use the fundamentals in an individualised manner more suited to their own happiness needs” (pp. 521). In this way their “work toward happiness can occur on a self-study basis, and individuals can, especially when motivated, achieve much positive change on their own” (Fordyce, 1977, p. 521).

Applying Ockham's razor to the issue, I find Fordyce's explanation simpler and hence more likely than Fredrickson's, though I leave space for a contribution or principle of eudemonic development based around positive emotion's expansionary effect on thought action repertoire; possibly something along the lines of 'absorptive capacity' (Manfreda, Kovacic, Stemberger, & Trkman, 2014).

As I have introduced in Chapter 2.3, the neo-Aristotelian accounts of flourishing appear to hold some deeper resonance beyond novel cognitive assessments of one's flourishing, or are at least bolder in their willingness to occupy and defend a philosophical position.

Wolbert, De Ruyter & Sanders (2015) have proposed formal criteria for flourishing. Asserting that “(1) human flourishing is regarded as intrinsically worthwhile and (2) flourishing means actualisation of human potential” (pp. 118). They also include sub-criteria for point two, indicating that flourishing is (i) over a whole life, (ii) dynamic, and (iii) objective.

The CFMF could be seen as an operationalisation of these criteria and blending of the best pieces from positive psychology in order to provide a theory of change to the neo-Aristotelian flourishing ideal. The success of this endeavour will depend largely on which neo-Aristotelianism one has chosen (see Kristjánsson, 2020 for a fuller discussion).

The theory posits that, through ‘*the purposeful and fullest utilisation of time, attention, and energy*’ one will discover what it is to flourish in experiencing feeling-good, doing-well, and being-connected. The development of phronesis will

be an important aspect in exercising one's freedom of choice for '*productive, valued and positive means and ends*'. Furthermore, living well will necessitate the cultivation and care with respect to maximising injections, and minimising leakages. By introducing such a framework, students have the ability to 1) recognise the ways in which they can impact the world, 2) reflect on the flourishing goods they currently receive, 3) consider how their identity shapes their choices and the extent to which that is helpful or not, 4) recognise possible areas that may be strengthening or weakening current capability, 5) make choices which are considered, purposeful, and morally justifiable, and 6) do so dynamically and over time. I would argue that any theory which does not contain all of the aforementioned areas lacks in its potential for impact.

5.1.2 Identity

It appears (as the CFMF illustrates) that alongside the processes that stem from raising awareness in participants of flourishing (providing the language to speak about it, highlighting possible pathways, and focussing on a choice-return hypothesis), there are other dynamic and powerful shaping influences occurring. I introduced the theory of identity status in Chapter 2 and would like to revisit this here in considering how students in different identity statuses interacted with the model. As a brief overview, there are four identity statuses which represent various degrees of committedness to, and exploration of, identity.

“At any given point in time an individual will likely be using several of the processes simultaneously in different domains of identity concern. That is, an individual may be foreclosed with respect to vocational choice, in crisis regarding religious beliefs, identity diffuse with respect to political concerns, and identity achieved in the domain of sex-role attitudes”.

(Waterman, 1988, pp. 193)

As this study was school based for positive education, reflections were set predominately around student or academic identity. Identity was measured and explored through a periodic reflective process by which students were asked to report their top four “I am” statements. That is, their four most influential identity

constructions as expressed in positive affirmative sentences beginning with, I am (those they have access to and can recall). Whilst it had previously been thought that identity development occurs primarily during the college/university years, this study confirms that “high school samples show more, or at least as many, progressive developmental shifts” (Meeus, 1996, pp. 582).

For the purpose of this project the theoretical categorisation of participants into the identity status matrix was done without a survey measure but with the researcher’s holistic judgement following six months of face to face coaching, reading and rereading, and reflecting upon each of the identity related phenomenological meaning units emerging from the research.

This finds two students (Emily and Mia) in active achievement, two students in moratorium (Harold and James) and two students in diffusion (Olga and Nicolas).

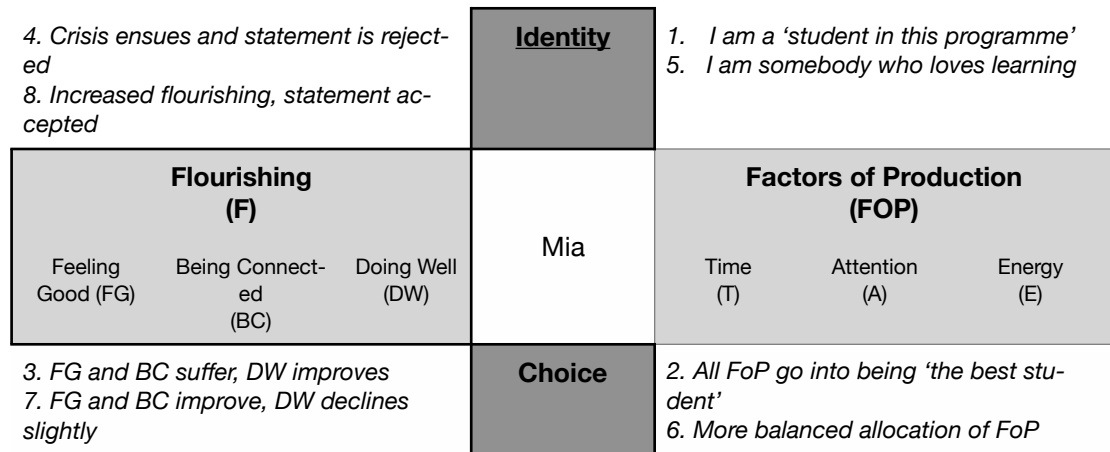
Table 5.1.1: Intervention Group Identity Status Categorisation

	High Commitment		Low Commitment
High Exploration	<i>Active Achievement</i>	Emily Mia	<i>Moratorium</i> Harold James
Low Exploration	<i>Foreclosure</i>		<i>Diffusion</i> Olga Nicolas

Perhaps the most illustrative case of active achievement is Mia. She had strong identity association with her role as ‘a student in the academic programme’. It is possible to conclude that Mia moved from moratorium to active achievement over the duration of this intervention as she reflected and found that the baggage of ‘a student in the programme’ generated more negative outcomes for her, and she fine-tuned her understanding of herself to ‘someone who loves learning’. Outside of this, she has a strong and stable cultural identity which may have played a key role in enabling and supporting the experimentation that allowed her to move into active achievement. Mia’s narrative gives a clear con-

firmation of the flow between identity, behaviour, choice, and flourishing. This can be highlighted below using the CFMF (read chronologically).

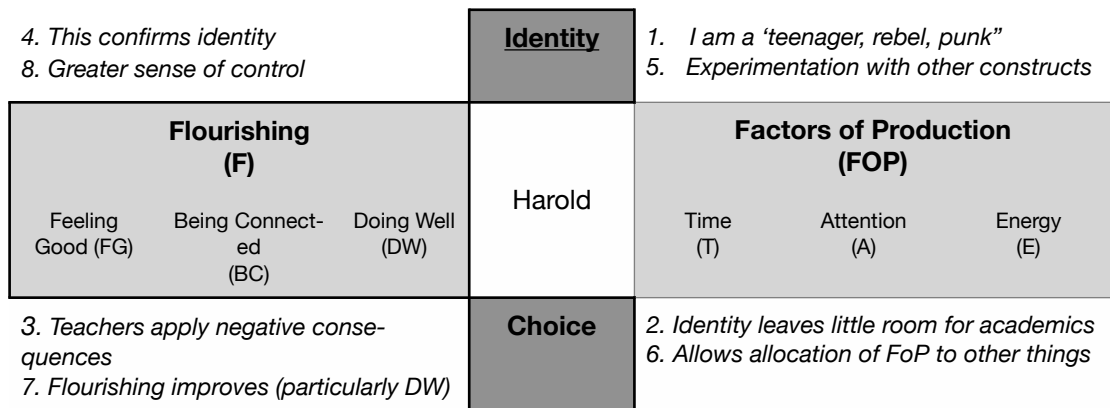
Figure 5.1.1: Identity Development and the Circular Flow Model of Flourishing (Mia)



Moratorium is considered an identity 'crisis' which can come with varying degrees of traumatic experience. For some, this may seem like a normal and inconsequential part of adolescent development and "for others, the level of distress is very high as they find either that nothing seems quite suitable or that to choose one attractive option requires renouncing another equally desirable opportunity" (Waterman, 1988, p. 190).

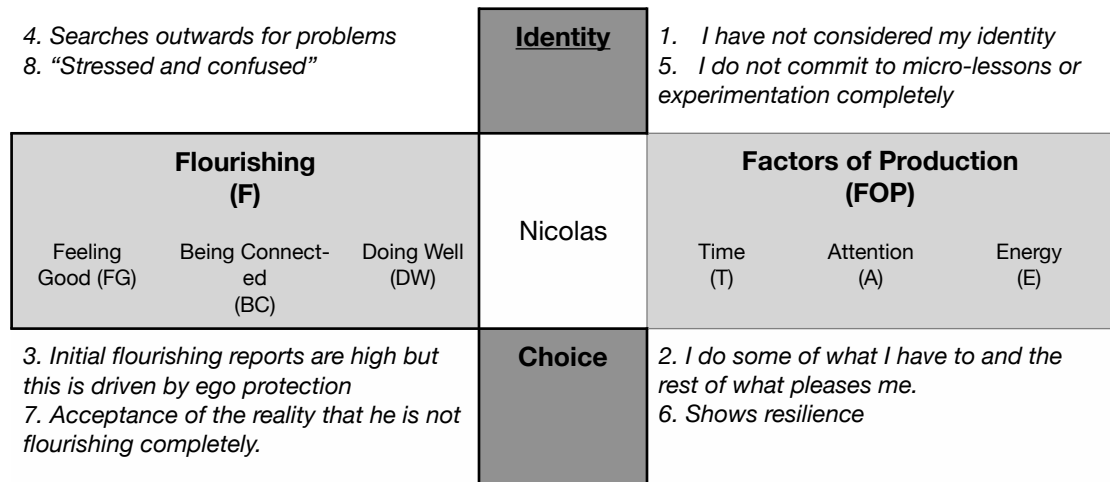
Harold was a classic character in the midst of moratorium to the extent that his identity statements "teenager, rebel, punk" were his reflection, and almost an embodiment of, the crisis. Yet despite this, he remained open to experimentation. He picked this up on his final reflection that, though not much has changed for him, he finds his former self almost unrecognisable next to his current self.^{29H} Whilst it would seem that Harold remains in moratorium at the end of the intervention, his growth is significant and he can now experiment with clearer frames of reference and reflective feedback.

Figure 5.1.2: Identity Development and the Circular Flow Model of Flourishing (Harold)



For individuals in diffusion the consequence is often that “their sense of identity provides only weak direction or purpose in life and an unstable sense of continuity” (Waterman, 1988, pp. 192). Nicolas exemplified this status to the greatest extent. Completing the identity task was difficult each time, and throughout the intervention it became clear that the only statement which was truly meaningful to him was, “I am a good friend”. The others were more demographic or preference-based statements. In contrast to Mia, who knew herself through her cultural identity in a deeper more reflective way, Nicholas did not yet have the sufficient stability to explore new constructs (i.e. because the current identifiers remained unexplored). This left him “stressed and confused”.

Figure 5.1.3: Identity Development and the Circular Flow Model of Flourishing (Nicolas)



The link between the identity status and ego development in this case is noteworthy as it confirms previous analysis (Syed & Seiffge-Krenke, 2013, for example) of the linkage between the two concepts. Syed & Seiffge-Krenke (2013), have mapped out the case for a hypothesis that higher levels of ego development will be associated with higher levels of achieved identity development, exploration and commitment which would be congruent with the description and interpretation of the current study, particularly in the case of Nicholas.

Of the participants in the intervention for this study, none were considered to be foreclosing with regard to their identity status at this time. In general, active achievement and moratorium are considered to be higher, more desirable statuses. "This classification is supported by a large amount of research data: in a number of areas - social skills, intimate relationships, school performance, etc." (Meeus, 1996, pp. 594). Foreclosures have also been found to have high levels of psychological wellbeing, though there is some concern that arriving at identity commitment without the due diligence of deliberate exploration is not a sustainable mode. We can use the CFMF to explain this finding, connecting the dots from: a) lower level identity commitments (diffusion and foreclosure) will lead to choices which are less in line with one's concept of flourishing, to b) behaviours are less likely to return flourishing, and possibly to c) this confirms identity as somebody who struggles, is lost, or confused. Put another way (once again), identity drives behaviour, behaviour drives performance, performance

confirms identity. One could also support the idea that active commitments are stronger than foreclosure due to the greater awareness of the pathway to flourishing developed throughout the exploration phase. In contrast, moratoriums have been likened to being in a functional identity crisis. “Adolescents with a positive personality profile need an identity crisis, a period in which developmental alternatives are explored in order to continue a progressive development (Meeus, 1996, pp. 594).

Whilst this is quite easy to accept on a theoretical level it has huge practical and pedagogical implications for schools seeking to institute positive education. A model such as the CFMF supports practitioners and participants understandings in this light (i.e. as illustrated in Figure 5.1.1; Figure 5.1.2; Figure 5.1.3 of this section) to work with the adolescent identity crisis rather than against it. A potential limitation or point to be called into question might be the validity of the identity measure/tool. Further research into this unique approach, its strengths and weaknesses are called for, and I would hope to see both qualitative and quantitative inquiry into its uses. For instance, research into the links between flourishing using the CFMF Survey and the identity statuses of larger samples of the population would be interesting work. As would tracking changes in flourishing and identity development through the lens of the phases identified in Chapter 4.1 (the way in which people interact with the CFMF). The latter would be particularly interesting from the coaching perspective in terms of maximising coach impact and support for participants throughout a period of change.

5.1.3 Coaching

A third and final factor to consider in discussion of the way in which students have interacted with the model to promote cognitive and behavioural change is through the process of coaching itself. Much can be said for the impact of a caring individual in a young person’s life, and hence it is an enduring problem of coaching related research that the effectiveness of the coach as a relationship builder (above and beyond any additional intervention) cannot be controlled. In this case, every participant in the control group was also assigned a ‘tutor’ who they had equal weekly contact with, in an equally small group of peers. The

teachers acting in capacity of the tutor were experienced in such a role, and hence provided a reasonable degree of control for the individual effect. The variation of teacher comfort and skill in this area is one factor which often leads to school councillors (in light of their more specific training) being called upon to lead such change (Bozkurt, 2014), however this is a heavy burden (for an often underrepresented group with schools) to shoulder. Therefore, up-skilling teaching faculty may be a more promising avenue. Indeed, many “frameworks for positive education that do exist emphasise work with staff as a starting point, the rationale being that if the well-being of the staff is nurtured, they can be authentic role models for the students to whom they teach” (Halliday et al., 2018, p. 5). Though beginning with students as coaches and contributors may also bear fruit (Halliday et al., 2018). There are a number of principles of the coaching relationships which are generally accepted good practice which are worth being explicit about. These include, non-judgement of the participants, unconditional positive regard, confidentiality, and empowerment. Whilst the current project did not permit a detailed comparison of coach methods, it is suffice to suggest that the skill of the coach for specific interventions such as with the CFMF is an interesting and important area for further consideration. To overlook pedagogy would be a mistake.

Additional unique features of the coaching environment were a) the group coaching set up (as opposed to individual coaching), and b) the relatively short duration of the coaching sessions (micro-lessons).

Regarding the group set up, “at first glance, individual treatments might appear to be the optimal format for helping interventions (and group formats suboptimal), if it is assumed that the exclusive attention of a clinician leads to superior outcomes. However, clinical studies have cast doubt on this” (Spence & Grant, 2005, p. 146). Indeed, the results are mixed, and in sum, there is little observable difference. Feedback from participants of this study confirm that the group coaching may indeed be more conducive for flourishing on the basis that it enables discussion, deeper relationships and provides new perspectives. Emily commented that “I really liked that there were other people in it because they had different views that I wouldn’t have thought of, that I didn’t think people would have, such different views so that was really interesting”. The theme of

sharing, within the context of a trusting environment was also articulated by Nicolas, who stated that “we can trust each-other, on a different basis obviously, and you are ready to share, instead of being in a big group, maybe not everybody has the time to say what they think. Like the small group, it is the perfect idea of working together.” Others described the group size as “really beneficial” (Harold) and “ideal” (James). On the other hand, Olga admitted that there were some times where she thought about making a comment or disclosure but chose not to, though she couldn’t recall anything specific.

The length of each session was deliberately short and in micro-lesson format. James articulates the value he found in these well, stating that, “I think 15 minutes is more than long enough for this micro-lesson. You are not supposed to learn these new or foreign concepts and instantly be able to apply them, these micro-lessons are supposed to introduce these concepts to us”. Whereas others felt the lessons “could have been a little longer than 15 minutes because often it went over the 15 minutes because we were lost in conversation, but I think they were quite effective and they didn’t make you feel like you were wasting any time. It didn’t make you feel like it is taking time out of our schedule either. I liked that” (Harold). This was a key consideration in defining the length of the sessions. As I outlined to James, “I was really conscious of trying to help you understand and harness your time, attention, and energy, so I didn’t want to steal too much of it”. “Yeah. I need to be able to invest that” James replied. This is consistent with some student feedback reported by Dulagil, Green, & Ahern (2016).

The implications of this are significant in that they suggest that with a relatively short time commitment longitudinally, students can enhance their self-reported flourishing meaningfully. Many schools have such time available and fill it with a myriad of well-intentioned and well-meaning information and other activities, yet too often neglect promotion of flourishing.

5.2 Limitations and Implications

We have seen here, that a programme of coaching focussed on introduction of a theoretical framework for human flourishing can increase young people's self-reports of flourishing, and that students interact with, and make sense of the theoretical framework for human flourishing through three mutually supportive and interrelating pathways; the increasing of awareness of the routes to flourishing and one's own role within that; the construction and development of identity; and, the supportive engagement throughout the process with the coach and small group of peers.

This thesis adds significant value to the literature in terms which are accessible and usable by academics and practitioners.

1. It introduces the CFMF as a model for positive education. This framework builds upon and extends some of the previous scholarship, particularly in forwarding a theory of change for flourishing that young people can relate with.
2. It forwards a pragmatic mixed-methodological approach that successfully blends positivism and phenomenological methods, meeting the need for concrete, objective data on the one hand, and rich descriptions of students experience of positive education initiatives on the other.
3. It highlights the links between flourishing theory and identity theory and investigates them simultaneously as per (i) flourishing as the aim of education and (ii) secondary education as the time of the adolescent identity crisis.
4. It offers insights into pedagogical considerations surrounding the design and implementation of coaching-based positive education initiatives. Specifically, small group, and micro-lesson formats.
5. It provides support for the furthering of positive education and flourishing as an aim of education in the finding that it is possible to impact students self-reported flourishing.
6. It offers further insights into the nature of change and development in flourishing as a longitudinal project. Specifically, finding that many effects

continue to accumulate following the intervention and others appear to have latent characteristics.

This notwithstanding, there are also a number of limitations of this study which beg of our consideration. These fall broadly under the categories of sampling consideration and design considerations.

On the sampling side, there are three noteworthy limitations. These include the sample size, the selection of the sample and the sample demographic. The sample size was necessarily small due to the resources available for this study. However, with just nineteen participants in total (six students in the intervention group and thirteen in the control group) there is a limitation on the extent to which the study can yield the statistical power of a more thorough quantitative investigation. Certain steps were put in place to protect against this including the use of the Bonferroni adjustment to the p.value to guard against type one error and testing of parametric assumptions of skewness and kurtosis, all of which were found within reasonable tolerance. Still, a larger sample would provide more robust and enduring conclusions. Furthermore, having an intervention group of just six limits the ability to be able to control for things like gender and/or nationality. Another limitation of the current study is the sample selection method. To ensure an informed and consenting group of participants the study was open to students on a self-selection basis. This results in a sample population who all have the desire to improve or at least learn about their wellbeing and performance. The implication of this is the population may be more open and more likely to adhere to interventions. Hence, extending the findings to a population of students who have not self-selected could be tenuous. Finally, the sample was taken from an international community attending an affluent international school. This socio-economic homogeneity also limits the confidence which findings might be generalised. As the participants attended private international education, it is questionable as to whether the findings could be generalised in lower socio-economic settings. Intuitively, I suspect that the CFMF will resonate as well with persons of diverse contexts, however, from a scalability perspective, one could assume that a wholesale implementation in public education systems would be difficult to achieve at ratios of 1:6. It would be good to see future larger-scale studies with both self-selecting and randomly

assigned participants, as well as participants from a range of nationalities, cultures and socio-economic strata.

A number of design considerations stand as limitations in the current study. These were generally considered in trade-off to other factors, yet are worth exploring in order to build upon this work further. The main design limitations included the length of the intervention and the follow up, the multi-dimensional nature of the study, the relative newness (in psychometric terms) of the CFMF survey instrument, and the reflexivity of working with young people as a barrier to replication. Each will be attended to in turn below.

The length of the intervention was determined to a great extent by the parameters of the Doctoral programme; however, the study has found some evidence that the effects of the coaching persist after the intervention ends and hence, further work which illuminates the optimal length and the ongoing effects of these changes would be worthwhile. The benefit of a multidimensional study is that it takes account of all factors to give a holistic picture of the flourishing of young people. The drawback of a multidimensional study is that 'it takes into account all factors' and hence it makes it difficult to pinpoint the precise impact of individual factors. This was a philosophical decision taken for reasons discussed in Chapter 2.1 and indeed contributes to the impact of the study, yet it is worth noting that the concurrent investigation into the micro (researching the effects of individual PPIs in a tightly controlled environment) and the macro (researching positive change processes in context) is most likely to yield the most fruit. A related design consideration is that working with young people in an open and reflexive way such as throughout this study and adopting the phenomenological perspective, by definition, limits replicability. Future studies may repeat the design but not replicate the infinite and innumerable, multiple, atomic pieces that make up the whole experience. That said, this is precisely why more phenomenological descriptive studies are valuable in this field and precisely what Giorgi (2010), had in mind when he said there is more science must do to absorb phenomenological psychology. Finally, the decision to create a new theoretical framework and survey instrument rightfully and necessarily invites additional critique. Forging new perspectives and pathways out of existing scholarship is a difficult and disruptive, however it is through this process of peer re-

view that value is added to the cannon of knowledge and ultimately to the lives of individuals. Future research agendas might include larger scale, whole-school studies linked to academic performance or focussing on the emerging concept of 'Return on Investment' (calculated as factors of production divided by flourishing, this concept is underexplored within this thesis though remains in text deliberately, in the hope of stimulating some interest in a concept which has some intuitive appeal). Further, I believe there is room for the development and deeper empirical exploration of an identity focussed PPI.

Some further questions do remain. Should human flourishing occupy the position of greatest prominence on the educational effectiveness agenda (Chapman et al., 2015)? Perhaps the only way to answer this question is to study and compare institutions which define effectiveness clearly in these or other terms. In which ways do they align, which practices do they adopt and how do their students fare? A body of work such as this would go a long way toward harmonising the field of interest and simplifying school improvement. Lastly, having identified that it is indeed possible to improve self-reported flourishing, and uncovered some of the essential characteristics of students experience in the process of doing so, the big question remains, precisely what should, or could, young people best, or most fruitfully, invest their time into, or avoid; and, is it possible to derive recommendations of this kind?

Whilst these further considerations are lofty and shall keep researchers engaged well into the future, this study, in the context of its journey (Chapter 1.2) achieves its desired impact of creating a bridge between identity, coaching, positive types of psychology and education. I hope to have stimulated sufficient dinner time conversation among my guests, Martin Seligman, Erik Erickson, Anthony Grant and John Keynes and believe each will return home full and motivated with new questions and potential for a Circular Flow Model of Flourishing.

Appendices

Appendix 1: Circular Flow Model of Flourishing Survey

The steps taken in development of the CFMF Survey were sequential and progressive. Each step is outlined in order below with a short summary and extended description that follows.

1. Development of the model and definition of the constructs.
2. Item development and judgement
 - (i) Survey meta-analysis (item mining)
 - (ii) Development of draft survey
 - (iii) Focus group response to survey
3. Pilot study of survey for psychometric analysis
4. Finalisation of the survey instrument

The model and the constructs within it have been arrived at via review of the literature and reflections on professional practice teaching wellbeing over the past decade as well as blending insights from additional learning in an MBA programme. As this is a new model with a specific purpose each construct first needed to be defined in order for its purpose to be clear and unambiguous enough to be theoretically logical. Following this, I set out to develop the possible survey items to correspond to each construct using a survey meta-analysis which reviewed 19 surveys available on the Authentic Happiness website. For each survey, the key features were fed into a comparative analysis (considering scale type, balance of positive and negative items, replication of items, randomisation, length and amount), each item was reviewed, items were grouped based on their fit with the key constructs in the CFMF model, and items with wording that was clear and in alignment was adopted. From here a draft (first impression) survey was developed which included eight items for each construct. This survey was given to five experts sourced from an international committee of educators for promotion of flourishing in international school contexts. These experts completed the survey and gave quantitative (ranking) and qualitative feedback on each item (specifically commenting on relevance, wording, accessibility, representativeness, and clarity). The feedback to this experimental survey was used to refine and improve the survey and led to the devel-

opment of the second draft. The refined version, with six items per construct was then piloted with intended users; 312 international school students aged 16 and older for the beginning psychometric verification. These results (Appendix 2.0) informed the final amendments to the survey; presented below.

Final Survey Text

IntroC The questions that follow, form part of a larger study which explores what it is that makes humans flourish. Dr Martin Seligman (former President of the American Psychological Association) set the admirable aim, that 51% of the world's inhabitants will be flourishing by the year 2051. The current study aims to progress this goal and also forms part of a Doctoral project supported by UCL (Institute of Education). To flourish means to "live within an optimal range of human functioning, one that connotes goodness, generativity, growth, and resilience" (Fredrickson & Losada, 2005). This is the business of schools and the business of all of us. Taking the time to reflect on and develop an awareness of the things that make us feel connected, successful, happy, alive, strong and free, is the beginning of this process. The current questions will gather information about a range of wellbeing indicators and provide you with some feedback at the end of each block of questions. Participation in the data collection is entirely voluntary, and should you wish to be excluded from the project please inform your teacher. All responses will be coded and analysed alongside data from numerous other schools from around the world, therefore no individual judgements will be made or shared. Furthermore, your teachers have been briefed and are available to you should you find any questions anxiety inducing or upsetting in any way. The survey should take no longer than 40 minutes and will consist of three blocks of questions. You will be asked to complete these questions on two separate occasions approximately two months apart. By indicating below that you wish to continue with the survey you indicate that you a) have read the information provided above; b) understand that you may withdraw from the study at any time by simply discontinuing the survey; c) are over 16 years of age or older; d) give your full and informed consent to participate in this project.

- Yes, to all the above. I agree. Let's get started.
- No, to one or more of the above. I disagree. Get me out of here.

Have you completed this survey before?

- Yes - this is my second time now
- No - this is my first time
- I can't remember

For each of the statements below, slide the bar to indicate what percentage of the time you feel the statement is true of you.

T1 I make the best use of my time.

T2 There is enough time to do everything I would like to do.

T3 I have plenty of choice over the way I spend my time.

T4 I am happy with my balance between schoolwork and other choices.

T5 I always make time for people.

A1 I focus 100% on the task at hand.

A2 I feel in control of my attention.

A3 I focus most of my attention on the present moment (rather than the past or the future).

A4 I am always fully engaged / absorbed / consumed / in flow / in the zone in completing my schoolwork.

A5 I am always fully engaged / absorbed / consumed / in flow / in the zone in my discretionary time.

E1 I am very energetic.

E2 I have more than enough energy to do all the things I want to do in life.

E3 I have energy in reserve to take on new projects.

E4 People describe me as full of zest and enthusiasm.

E5 I lead a healthy and active lifestyle.

E6 I am excited by many different activities / ideas / things / pastimes.

FG1 I smile and laugh often.

FG2 I feel much more joy than fear / anxiety / stress / worry / frustration.

FG3 I have an inner calm.

FG4 If I wrote a list of everything I was grateful for, it would be a long list.

FG5 Taking all things together, I feel great about myself.

FG6 I look on the past with contentment, and to the future with positivity and hope.

DW1 I believe I am continually growing and making progress.

DW2 I have important goals / ambitions / dreams.

DW3 My accomplishments are valuable.

DW4 I have a proven ability to reach targets that take years of work.

DW5 In my life, positive outcomes and experiences far outweigh the negative ones.

DW6 Resilience is a key character strength of mine.

BC1 I am connected with a lot of great people.

BC2 I feel a sense of belonging.

BC3 I feel loved.

BC4 I have good friends

BC5 No matter what the social situation, I am able to feel comfortable.

BC6 I am a good friend, family member, team mate, and/or co-worker.

Appendix 2: Factor Structure Analysis from Institution Focussed Study

Explanation:

The survey was completed by 312 participants representing a total of 36 nationalities. Though the majority populations were Australian (67%), Austrian (6%), Italian (4%), British (2%) and Russian (2%).

Of the 312 survey responses 303 responses were complete; incomplete data sets were discarded from the analysis.

The key psychometric indicators considered in the Institution Focussed Study were “reliability (Cronbach’s alpha higher than .80), factor structure (one strong factor with Eigenvalue higher than 1.00), and convergent validity” (Tang, Duan, Wang, & Liu, 2016, p. 592; Tavakol & Dennick, 2011, p. 53). As the survey instrument was designed to collect data pertaining to a model that was constructed on the basis of strong theoretical hypothesis, confirmatory factor analysis was selected as the appropriate tool for assessing construct validity. All data were analysed using SPSS Statistics for Macintosh, version 19, in April 2018.

Appendix 2.1 Factor Analysis

Items relating to each construct were analysed separately using SPSS factor analysis based on principle components with an Eigenvalue greater than 1 and varimax rotation.

	Survey Items - Time	1	2
T1_1	I make the best use of my time	0.261	0.602
T1_2	There is enough time to do everything I would like to do	0.680	0.162
T1_3	I have plenty of choice over the way I spend my time	0.760	
T1_4	I am happy with the balance between my work and other choices	0.646	
T1_5	I always make time for people	0.799	0.157
T1_6	Having spare time is something I really value		0.853
	Survey Item - Attention	1	2
A1_1	I focus 100% on the task at hand	0.833	

A1_2	I feel in control of my attention	0.760	
A1_3	I focus most of my attention on the present moment	0.614	
A1_4	I like to think deeply about things	0.441	
A1_5	I am always fully engaged / absorbed / consumed / in flow / in the zone in my work	0.758	
A1_6	I am always fully engaged in my discretionary time	0.761	
Survey Items - Energy		1	2
E1_1	I am very energetic	0.818	
E1_2	I have more than enough energy to do all the things I want to do in life	0.786	
E1_3	I have energy in reserve to take on new projects	0.779	
E1_4	People describe me as full of zest and enthusiasm	0.748	
E1_5	I lead a healthy and active lifestyle	0.678	
E1_6	I am excited about many different activities / ideas / things / passions	0.649	
Survey Items - Feeling-good		1	2
P1_1	I smile and laugh often	0.724	
P1_2	I feel much more joy than fear / anxiety / stress / worry / frustration	0.761	
P1_3	I have an inner calm	0.697	
P1_4	If I wrote a list of everything I was grateful for, it would be a long list	0.686	
P1_5	Taking all things together, I feel great	0.859	
P1_6	I look to the past with contentment, to the future with positivity and hope	0.832	
Survey Items - Doing-well		1	2
M1_1	I believe I am continually growing and making progress	0.745	
M1_2	I have important goals / ambitions / dreams	0.764	
M1_3	My accomplishments are valuable	0.808	
M1_4	I have a proven ability to reach targets that take years of work.	0.757	
M1_5	In my life, positive outcomes and experiences far outweigh the negative ones	0.715	
M1_6	Resilience is a key character strength of mine	0.690	
Survey Items - Being-connected		1	2
R1_1	I am connected with a lot of great people	0.796	

R1_2	I feel a sense of belonging	0.834	
R1_3	I feel loved	0.819	
R1_4	I have good friends	0.776	
R1_5	No matter what the social situation, I am able to feel comfortable	0.759	
R1_6	I am a good friend, family member team mate, and/or co-worker.	0.654	

- Factor analysis for the items relating to 'Time' extracted two components. This indicated that the items (one or more of them) did not fit well with the others. Further analysis of the set showed that item T1_6 ('Having spare time is something I really value') did not fit among the other constructs (correlations matrix displaying correlation between 0.121 and 0.065). Following removal of this item the factor analysis finds just one component for the model (component matrix; T1_4, 0.816; T1_3, 0.723; T1_2, 0.700; 0.632; T1_5, 0.636; T1_1, 0.431). Following this amendment, the construct meets the validity requirement.
- Factor analysis of the items relating to 'Attention' extracted a single construct (component matrix; A1_1, 0.833; A1_6, 0.761; A1_2, 0.760; A1_5, 0.758; A1_3, 0.614; A1_4, 0.441). Item A1_4 ('I like to think deeply about things') fits, but less well, than the other factors in this construct. Item A1_1 ('I focus 100% on the task at hand') contributes almost 50% (49.951) of the variance in this item. A1_4 ('I like to think deeply about things') was removed.
- Factor analysis for the items relating to 'Energy' extracted a single construct (component matrix; E1_1, 0.818; E1_2, 0.786; E1_3, 0.779; E1_4, 0.748; E1_5, 0.678; E1_6, 0.649). Item E1_6 ('I am excited about many different activities / ideas / things / pass times') fits, but less well, than the other factors in this construct. Item E1_1 ('I am very energetic') contributes more than 55% (55.593) of the variance in this item.
- Factor analysis of the items relating to 'Feeling-good' extracted a single construct (component matrix; P1_5, 0.859; P1_6, 0.832; P1_2, 0.761; P1_1; 0.724; P1_3, 0.697; P1_4, 0.686). All factors show high component values. P1_5 ('Taking all things together, I feel great about myself') shows the

greatest contribution to the variance (58.140), whilst P1_3 ('I have an inner calm') has the lowest (4.696).

- Factor analysis of the items relating to 'Doing-well' extracted a single construct (component matrix; M1_3, 0.808; M1_2, 0.764; M1_4, 0.747; M1_1, 0.754; M1_5, 0.715; M1_6, 0.690). All factors show high component values. M1_3 ('My accomplishments are valuable') shows the greatest contribution to the variance (56.093), whilst M1_6 ('Resilience is a key character strength of mine') has the lowest (5.640).
- Factor analysis of the items relating to 'Being-connected' extracted a single construct (component matrix; R1_2, 0.834; R1_3, 0.819; R1_1, 0.796; R1_4, 0.776; R1_5, 0.759; R1_6, 0.654). All factors show high component values. R1_2 ('I feel a sense of belonging') shows the greatest contribution to the variance (60.069), whilst R1_6 ('I am a good friend, family member, team mate, and / or co-worker') has the lowest (4.807).

Based on the factor analysis, and in view of the revisions, it can be concluded that all items associate well with the construct they are designed to measure. The construct of 'Time' is the least well fitting, however, there are sound theoretical explanations for its inclusion.

Appendix 2.2 Reliability Analysis

Cronbach's alpha was used to "provide a measure of the internal consistency of a test or scale" and is expressed as a number between 0 and 1 (Tavakol & Dennick, 2011, p. 53). In this case Alpha was calculated for each of the given constructs hypothesised within the whole Circular Flow Model of Flourishing Survey. Higher scores indicate a greater reliability (i.e. as reliability increases, the fraction of the test score that is attributable to error will decrease" pp. 53).

	Survey Items - Time	0.664	(If deleted)
T1_1	I make the best use of my time	0.271	0.658
T1_2	There is enough time to do everything I would like to do	0.466	0.594
T1_3	I have plenty of choice over the way I spend my time	0.477	0.590

T1_4	I am happy with the balance between my work and other choices	0.585	0.540
T1_5	I always make time for people	0.417	0.613
T1_6	Having spare time is something I really value	0.130	0.697
	Survey Item - Attention	0.782	(If deleted)
A1_1	I focus 100% on the task at hand	0.693	0.711
A1_2	I feel in control of my attention	0.594	0.733
A1_3	I focus most of my attention on the present moment	0.434	0.775
A1_4	I like to think deeply about things	0.269	0.807
A1_5	I am always fully engaged in my work *	0.603	0.730
A1_6	I am always fully engaged in my discretionary time *	0.619	0.730
	Survey Items - Energy	0.838	(If deleted)
E1_1	I am very energetic	0.707	0.794
E1_2	I have more than enough energy to do all the things I want to do in life	0.657	0.802
E1_3	I have energy in reserve to take on new projects	0.653	0.803
E1_4	People describe me as full of zest and enthusiasm	0.616	0.811
E1_5	I lead a healthy and active lifestyle	0.540	0.826
E1_6	I am excited about many different activities / ideas / things / passions	0.518	0.829
	Survey Items - Feeling-good	0.851	(If deleted)
P1_1	I smile and laugh often	0.594	0.836
P1_2	I feel much more joy than fear / anxiety / stress / worry / frustration	0.639	0.827
P1_3	I have an inner calm	0.560	0.843
P1_4	If I wrote a list of everything I was grateful for, it would be a long list	0.561	0.841
P1_5	Taking all things together, I feel great	0.765	0.801
P1_6	I look to the past with contentment, to the future with positivity and hope	0.725	0.810
	Survey Items - Doing-well	0.841	(If deleted)
M1_1	I believe I am continually growing and making progress	0.626	0.814
M1_2	I have important goals / ambitions / dreams	0.630	0.813
M1_3	My accomplishments are valuable	0.692	0.802
M1_4	I have a proven ability to reach targets that take years of work.	0.632	0.812
M1_5	In my life, positive outcomes and experiences far outweigh the negative ones	0.581	0.822
M1_6	Resilience is a key character strength of mine	0.561	0.826
	Survey Items - Being-connected	0.864	(If deleted)
R1_1	I am connected with a lot of great people	0.684	0.838

R1_2	I feel a sense of belonging	0.741	0.825
R1_3	I feel loved	0.715	0.830
R1_4	I have good friends	0.656	0.842
R1_5	No matter what the social situation, I am able to feel comfortable	0.646	0.847
R1_6	I am a good friend, family member team mate, and/or co-worker.	0.534	0.861

Indicators relating to 'Time' show inter-item correlation ranging from 0.130 (T1_6) to 0.585 (T1_4), with an Alpha of 0.664 for the set. This suggests only moderate internal consistency. Alpha if T1_6 is deleted improves to 0.697. Hence, it was deleted.

Indicators relating to 'Attention' show inter-item correlation ranging from 0.296 (A1_4) to 0.693 (A1_1), with an Alpha of 0.782 for the set. This suggests good internal consistency. Alpha is A1_4 is deleted is 0.807. Hence, it was deleted.

Indicators relating to 'Energy' show inter-item correlation ranging from 0.518 (E1_6) to 0.707 (E1_1), with an Alpha of 0.838 for the set. This suggests very good very internal consistency.

Indicators relating to 'Feeling-good' show inter-item correlation ranging from 0.560 (P1_3) to 0.765 (P1_5), with an Alpha of 0.851 for the set. This suggests very good internal consistency.

Indicators relating to 'Doing-well' show inter-item correlation ranging from 0.561 (M1_6) to 0.692 (M1_3), with an Alpha of 0.841 for the set. This suggests very good internal consistency.

Indicators relating to 'Being-connected' show inter-item correlation ranging from 0.534 (R1_6) to 0.741 (R1_2), with an Alpha of 0.864 for the set. This suggests very good internal consistency.

Factors of Production

When taking all indicators for the factors of production together (Time, Attention, and Energy), the inter-item correlation ranges from 0.181 (T1_6) to 0.645 (E1_1), with an Alpha of 0.868 for the set. This suggests very good internal consistency.

Flourishing

When taking all indicators for flourishing together (Feeling-good, Doing-well and Being-connected), the inter-item correlation ranges from 0.548 (A1_4) to 0.785 (P1_5), with an Alpha of 0.933 for the set. This suggests excellent internal consistency.

All constructs showed acceptable (or better) reliability. The higher-level constructs representing one's factors of production and one's experience of flourishing show particularly high reliability. This is an indication of the plausibility of the theorised circular flow model.

Appendix 2.3 Convergent Validity

Expected correlation	Pearson's R
Feeling-good and Satisfaction with Life	0.772
Doing-well and Satisfaction with Life	0.695
Being-connected and Satisfaction with Life	0.717
Flourishing and Satisfaction with Life	0.772
PERMAp (positive emotion) and Feeling-good	0.796
PERMAe (engagement) and Attention	0.860
PERMAr (positive relationships) and Being-connected)	0.823
PERMAa (accomplishment) and Doing-well	0.796
PERMA and Flourishing	0.886
Feeling-good and Flourishing	0.837
Doing-well and Flourishing	0.828
Being-connected and Flourishing	0.836
PERMAm (meaning and purpose) and RIO (Flourishing/FoP)	0.247

Convergent validity is a subcomponent or indicator of construct validity and is determined by assessing the closeness (or otherwise) of the fit between other established constructs and the new one (Covin et al., 2008). This is calculated using Pearson product-moment correlations. Similar studies (Shepherd et al., 2014) have suggested an r value of 0.5 or greater for assessing convergence, though this is sample size dependent. There are several correlations I expected to find in assessing the constructs within the Circular Flow Model of Flourishing

Survey and the satisfaction with life survey and also with constructs within the PERMA profiler.

Expected correlations are between

- Satisfaction with life survey and Flourishing Survey (Flourishing)
- PERMA profiler (Flourishing) and Flourishing Survey (Flourishing)
 - PERMA profiler (Accomplishment) and Flourishing Survey (Doing-well)
 - PERMA profiler (Relationships) and Flourishing Survey (Being-connected)
 - PERMA Profiler (Positive Emotion) and Flourishing Survey (Feeling-good)
 - PERMA Profiler (Engagement) and Flourishing Survey (Attention)
 - PERMA Profiler (Meaning and Purpose) and Flourishing Survey (Return on investment; Flourishing score divided by factors of production score)

The satisfaction with life survey

The correlation between the satisfaction with life survey and the flourishing (the sum of feeling-good, doing-well and making progress) in the Flourishing Survey is significant to 0.01 (0.772). This shows very strong convergent validity in that those who are flourishing by definition of the Circular Flow Framework are also satisfied with their lives and vice versa. There is also high correlation among the individual components making up the construct of flourishing (Feeling-good, 0.766; Doing-well, 0.695; Being-connected, 0.717).

The PERMA profiler

The correlation between the PERMA profiler combined flourishing score and the flourishing (the sum of feeling-good, doing-well and making progress) in the Flourishing Survey is significant to 0.01 (0.886). This shows very strong convergent validity in that those who are flourishing by definition of the Circular Flow Framework are also flourishing by definition of the PERMA profiler and vice

versa. This was the expected outcome as PERMA model and the associated scholarship or Dr Seligman and his associates served as early inspiration for building the Circular Flow Framework. There is high correlation among the individual components making up the construct of flourishing (Feeling-good, 0.837; Doing-well, 0.828; Being-connected, 0.836).

As aspects of the PERMA model are foundational to the Circular Flow Framework strong convergent validity is also expected between the related elements.

The correlation between PERMA_p (positive emotion) and Feeling-good was significant to 0.01 (0.796).

The correlation between PERMA_e (engagement) and Attention was significant at 0.01 (0.860)

The correlation between PERMA_r (positive relationships) and Being-connected) was significant to 0.01 (0.823)

The correlation between PERMA_a (accomplishment) and Doing-well was significant to 0.01 (0.796)

Each of these correlates highly with the aspect it was based upon. Within the PERMA model there is an additional factor; PERMA_m (meaning and purpose). As described in the description of the model, for the sake of the Circular Flow Framework meaning and purpose is thought to be more of a signpost for the directing of attention and energy and hence a third order factor. Even so, I theorise that meaning and purpose would be positively correlated with 'Return on Investment' calculated from the Circular Flow Framework. Return on Investment is calculated by dividing the combined total for the flourishing constructs by the combined total of the factors of production. This gives a ratio number and the theory that higher ratios (i.e. more return for one's investment of time attention and energy) will also be those who score highly on meaning and purpose.

The correlation between PERMA_m (meaning and purpose) and ROI was significant to 0.01 (0.247).

Each construct assessed for congruent validity was done so on the basis of a theoretical framework explaining its relationship with other constructs and its dynamic properties. Based on the analysis of this data set, the constructs (and

items underpinning them) in the Circular Flow Framework appear congruent with other theoretical notions of 'the good life' (M. E. P. Seligman, 2011b) and with satisfaction with life more generally (Ed Diener et al., 2009).

Appendix 2.4 Exploratory Analysis

The confirmatory analysis lent support for a Circular Flow Model of Flourishing. Searching for the expected correlations within the model has not uncovered any contradictory relationships. However, seeking to confirm what one suspects is rather an easier task than simply seeking to see what is. The confirmatory statistical processes undertaken above indicate that there is quantitative congruence to the model, however, as an emerging theory, I believe it beneficial to open the analysis to the exploratory as well in order to discover whether additional further theoretical depth and insight might emerge.

To explore this further I completed dimension reduction factor analysis with a varimax rotation, based on Eigenvalues greater than one. This analysis was based on two sets of 18 items from the items theorised as *factors of production* (*time*, *attention*, and *energy*) and the items theorised as *flourishing* (*doing-well*, *being-connected* and *feeling-good*).

Factors of Production

The factors of production question items analysis produced three recognisable factors. The first factor shows high loadings for all question items for an overall factor. That is, all question items loaded on a single factor rather than three distinct groups loading on individual constructs. This finding is in line with the model's theoretical development yet challenges the idea that the three components (*time*, *attention*, and *energy*) are notably distinct from one another. The theory suggests that one's *time*, *attention*, and *energy* are the essential fuel for action in the world and hence this may suggest they are more related to each other than previously considered.

The second factor extracted also supports the basic propositions of the model whilst at the same time challenging the underlying theory with additional complexity. This shows the pairing of *attention* and *energy* in an inverse relationship

(negative correlation ranging between -0.157 to -0.457 for *attention* and positive correlation ranging between 0.072 and 0.366 for *energy*). Theoretically, this presents a potential category of person who could be characterised as energy rich but attention poor. Such a construct has clear connotations for coaching the individual to improve attention and remanence of the often-diagnosed attention deficit hyperactive disorder. As per the Circular Flow framework, mindfulness based coaching interventions would seem to be a starting point for promoting personal development of those of this characterisation.

The third factor extracted provides the inverse structure to the second, reversing the correlation between *energy* and *attention* (positive correlation ranging between 0.018 to 0.198 for *attention* and positive correlation ranging between -0.117 and -0.499 for *energy*). Theoretically, this presents a potential category of person who could be characterised as attention rich but energy poor. Again, such a construct has clear connotations for coaching the individual to improve *energy*. As per the Circular Flow framework, lifestyle-based interventions such as exercise prescription, nutritional intervention or sleep tracking may be useful tools for personal coaching of individuals of this characterisation. It is worth noting that the correlation with *attention* is of lesser strength than in the reverse case. This may be due to the unequal impact of *energy* on *attention* as compared with *attention* upon *energy*.

Finally, aspects of the items for *time* appeared to correlate in more random patterns. A plausible explanation for this could be built around a theory that people with high attention but low *energy* do not make the best use of their *time* but recognise that this is not due to lack of time but perhaps due to insufficient energy, or that people with high energy recognise they have sufficient choices in the allocation of their time, yet also acknowledging that either their choices or their attention as limiting its best use.

This highlights that, rather than being a variable resource in-and-of-itself, one's perception of *time* may be influenced by the extent of their *attention* and *energy*. This finding is logically congruent with the theory of human resources, given that time exists in fixed and regular amounts (i.e. twenty-four hours per day, sixty minutes per hour and so on). It is essential to have a strong awareness of *time* for the allocation of resources, however, regardless of one's actions, it is

not yet possible to capture more than a fixed amount. Rather, prioritisation is the only possible benefiter. For this reason, it could have been argued to exclude the *time* items from the survey. However, on the basis of completion of the theory, and the subsequent analysis with individuals, it has been decided to retain the questions yet spend lesser ‘time’ on their analysis. Further, as discussed above, there may be something gained in the understanding how perceptions and experiences of time are influenced by other human resource factors.

Exploratory Factor Analysis – Factors of Production

	Factor 1	Factor 2	Factor 3
T1_1	0,645		
T1_2	0,440		
T1_3	0,408		
T1_4	0,575		
T1_5	0,400		
T1-6	0,215		
A1_1	0,677	-0,459	0,108
A1_2	0,662	-0,319	0,189
A1_3	0,571	-0,210	0,018
A1_4	0,368	-0,157	0,183
A1_5	0,648	-0,358	0,107
A1-6	0,635	-0,316	0,155
E1_1	0,641	0,325	-0,434
E1_2	0,718	0,366	-0,117
E1_3	0,709	0,302	-0,147
E1_4	0,579	0,166	-0,499
E1_5	0,530	0,072	-0,494
E1-6	0,538		-0,334

Flourishing:

Exploratory factor analysis on the *flourishing* question items produced similar results to the analysis carried out on the *factors of production*. These lend support to the basic theoretical principles, whilst highlighting the complexity which exists in their fullest interpretation. The first component extracted shows very strong factor loadings from all question items for an overall *flourishing* construct (correlation ranging from 0.593 to 0.817).

The second factor extracted from the questions pertaining to *feeling-good*, *doing-well* and *being-connected* shows positive correlation with *doing-well* and a negative correlation with *being-connected*. Exceptions to this are with M1_5 ('In my life, positive outcomes and experiences far outweigh the negative ones'; -0.129) and R1_6 ('I am a good friend / family member / co-worker'; 0.237) which both display opposite characteristics to the questions in their original theoretical groupings. Though this type of zero-sum thinking is not generally associated in such positively orientated contemplations, this could potentially be explained by drawing on the proposition that those who experience great accomplishment (*doing-well*) must sacrifice some relationships (*being-connected*). The exceptions in this regard may perhaps be due to those persons who show high accomplishment (*doing-well*) understand resilience (M1_6) and judge their positive verses negative experiences in life more neutrally, or have worked through adversity more often due to their more ambitious targets (M1_2). That is to say, that whether the respondents have a primarily eudemonic or hedonic frame of what a good life is, may also explain some variation. Alternatively, perhaps by sacrificing relationships (*being-connected*) the experience of positive verses negative outcomes (M1_5) is also affected. Further, in considering R1_6 ('I am a good friend / family member / co-worker'), this item prompts a personal judgement of one's own quality as a 'good friend / family member / co-worker'. A plausible explanation for this is that those who achieve highly (*doing-well*) also have a higher estimation of their own worth in other areas such as relationships (*being-connected*) as well. Interestingly, this categorisation also correlated negatively with P1_2 ('I feel much more joy than fear / anxiety / stress / worry / frustration'). This may indicate that focussing specifically on accomplishment (*doing-well*) may lead to greater levels of stress etc. One may draw two conclusions from this. Firstly, that people who achieve highly (*doing-well*) in life will

encounter stress; and secondly, that these people will need friends and supporters (*being-connected*) along the way. From a coaching perspective, this may lead the facilitator to employ tactics such as active constructive responding, empathetic awareness or building the inner circle to support the development of the client.

Interestingly, this set also correlated negatively with positive emotion factors (P1_2, P1_3, P1_5, P1_6). Therefore, it may be plausible to hypothesise that those people experience less positive emotion through their accomplishments and this impacts the overall experience in this regard. An additional interesting point in this regard is the exception of M1_2 ('I have important goals / ambitions / dreams') with a positive correlation of (0.221). It seems that the data suggests that people who have friends (*being-connected*) have dreams. Therefore, from the coaching perspective they may benefit from target setting and prioritisation initiatives combines with positive emotion enhancers such as savouring.

For the *flourishing* construct, there is a strong support for a single *flourishing* factor and additional, albeit more complex, support for *doing-well* and *being-connected* as dynamically related in the overall construction of flourishing. What was surprising is there is less support in-and-of-itself for the *feeling-good*, theoretical construct. As this was theorised from a eudemonic rather than hedonic understanding of feeling-good it may be that there is strong convergence for the single construct for *flourishing* but lesser for an individual construct given it is determined by the experiences of *doing-well* and *being-connected*. Therefore, *feeling-good* may be symptomatic of one's experience of, internalisation of, and attributions of, *doing-well* and *being-connected*. These questions will require greater contemplation in future studies, yet for the purposes of the current survey and theoretical framework validation these is sufficient evidence of independence.

Exploratory Factor Analysis - Flourishing

	Factor 1	Factor 2	Factor 3
P1_1	0,690		
P1_2	0,658	-0,315	-0,422
P1_3	0,593		-0,452
P1_4	0,672		
P1_5	0,817		-0,275
P1-6	0,775		-0,205
M1_1	0,683	0,367	
M1_2	0,616	0,533	0,221
M1_3	0,692	0,419	
M1_4	0,611	0,373	-0,132
M1_5	0,771	-0,129	-0,154
M1-6	0,635	0,186	-0,219
R1_1	0,693	-0,213	0,351
R1_2	0,751	-0,315	0,123
R1_3	0,770	-0,180	0,212
R1_4	0,635	-0,315	0,400
R1_5	0,679	-0,321	
R1-6	0,644	0,237	0,284

Understanding the relationship between the *factors of production* and *flourishing* is the next important aspect of the model and should also be given sufficient attention on the basis of the hypothesis that;

- a) High scores on *factors of production* = high potential for *flourishing*
- b) High scores on *factors of production* and low scores of *flourishing* indicate incongruence or inauthenticity in regard to allocation of *time, attention, and energy*.
- c) Low scores on *factors of production* and high scores for *flourishing* are theoretically unexplainable.

Appendix 3: Benchmarks from Pilot Study

The pilot study is ongoing as the CFMF Survey remains open to educators who wish to explore the material with their students in the context of positive education on the internet survey collection site Qualtrics. To date (March 2019), 89 International school students (m, 47: f, 42), aged sixteen and above, have taken the survey. Survey respondents represent fifteen different nationalities with a majority of American.

Item / Construct	Average (from 100)	Standard Deviation
T1 I make the best use of my time.	59	23
T2 There is enough time to do everything I would like to do.	40	28
T3 I have plenty of choice over the way I spend my time.	59	26
T4 I am happy with my balance between schoolwork and other choices.	50	29
T5 I always make time for people.	66	27
A1 I focus 100% on the task at hand.	59	24
A2 I feel in control of my attention.	57	29
A3 I focus most of my attention on the present moment (rather than the past or the future).	47	25
A4 I am always fully engaged / absorbed / consumed / in flow / in the zone in completing my schoolwork.	52	24
A5 I am always fully engaged / absorbed / consumed / in flow / in the zone in my discretionary time.	64	25
E1 I am very energetic.	64	27
E2 I have more than enough energy to do all the things I want to do in life.	58	28
E3 I have energy in reserve to take on new projects.	56	27
E4 People describe me as full of zest and enthusiasm.	63	31
E5 I lead a healthy and active lifestyle.	65	29
E6 I am excited by many different activities / ideas / things / pastimes.	74	26
FG1 I smile and laugh often.	78	24
FG2 I feel much more joy than fear / anxiety / stress / worry / frustration.	55	27
FG3 I have an inner calm.	56	32
FG4 If I wrote a list of everything I was grateful for, it would be a long list.	79	25

Item / Construct	Average (from 100)	Standard Deviation
FG5 Taking all things together, I feel great about myself.	61	28
FG6 I look on the past with contentment, and to the future with positivity and hope.	62	29
DW1 I believe I am continually growing and making progress.	71	26
DW2 I have important goals / ambitions / dreams.	80	24
DW3 My accomplishments are valuable.	75	26
DW4 I have a proven ability to reach targets that take years of work.DW5 In my life, positive outcomes and experiences far outweigh the negative ones.	65	29
DW5 In my life, positive outcomes and experiences far outweigh the negative ones.	69	26
DW6 Resilience is a key character strength of mine.	70	26
BC1 I am connected with a lot of great people.	77	22
BC2 I feel a sense of belonging.	63	26
BC3 I feel loved.	78	25
BC4 I have good friends	78	24
BC5 No matter what the social situation, I am able to feel comfortable.	55	31
BC6 I am a good friend, family member, team mate, and/or co-worker.	79	22
Factors of Production	58	
Time	55	20
Attention	56	21
Energy	63	20
Flourishing	66	
Feeling-good	65	21
Doing-well	72	15
Being-connected	61	17

Appendix 4: First Person Textural Descriptions

Appendix 4.1 Harold

Harold has attended the School for the past seven years. He is Austrian, and is sharp witted, buoyant and humorous but with a serious side. His friends, describe him as funny, happy, popular and smart; though his teachers describe him as apathetic and underperforming.

First Person Textural Description: Intervention

Oh man, my four 'I am' statements... I guess, I am a teenager; a rebel; and a punk. I am not into reading. I don't think I can describe myself any more honestly than that. Being a teenager means having very bad ideas and acting on them. ⁽¹⁾ So, if you take a look through my school report, I think it is not too bad. It pretty much reflects my effort. I am not sure if it reflects my potential though; but there is time. That is just me. I know I could choose to do better at this, or put a bit more effort into that, and that would probably make my teachers happier, but I don't feel compelled to do that. There is a lot to do you know, and it is not all useful either. I also want to spend time with the lads. ⁽²⁾

We did this flourishing survey today and the results look pretty fair. Everything is pretty average. I don't know if that is good. Maybe doing-well is lower because, like I said earlier, I don't really choose to do much of that. ⁽³⁾ Thinking on these results and looking at where my time goes (like in that 'time audit' task) is pretty interesting. My day was not looking too good to be honest. I studied economics at only 50% attention and energy and then studied late in the evening with just 30% attention and energy. If the theory works, then this can't be efficient. The feedback from Jenkins was "sleeping after breakfast is unacceptable", and "the study block from 19h00-21h00 needs to be broken down into more specific tasks to be useful". Fair enough. ⁽⁴⁾ The extension of our last task was to try to have the perfect day and optimal time allocation, but also to balance out my feeling-good, being-connected and doing-well. Unfortunately, my energy was low, I don't know why, but hence my attention also suffered. Interestingly, I spent 28% of my time, attention, and energy on feeling-good activities. 61% on

doing-well activities; which is not surprising given I had to spend all day at school. Actually, come to think of it, the perfect day was disadvantaged from the outset. Maybe they should consider that. And, 10% on being-connected activities. Somehow, my personal data from the survey is more balanced than this, so I guess this wasn't the perfect day, nor a 'normal' day. ⁽⁵⁾ I feel like my theoretical understanding of this concept is improving, even though I don't feel I am doing things differently, yet. Ultimately, I still have to do it. ⁽⁶⁾

We did some goal setting. I find the topic a little pointless sometimes, like what do you want to achieve, etc. Nobody wants to get bad grades and so on. This task was slightly different, as it asked me to specify targets for feeling-good, being-connected and doing-well. How do I want to feel every day? What are the three most important relationships in my life? And, what are my achievement goals? Usually the first two are lacking and, whilst I think they are harder questions, I was more motivated for the task. Every day I want to feel, just worthy. I mean, I want the people I care about, and who care about me, to feel proud of who I am. The three important relationships for me are, my best friend, my dad, and my dad's dad. And, for achievement, it is to just pump up the productivity. No excuses. Just suck it up. ⁽⁷⁾ An injection that would help me the most is more energy. I should exercise more. Whilst the leakage I suffer most from is probably just laziness. ⁽⁸⁾

Jenkins has asked me to consider assimilating, 'I am academic' into my identity 'I am' statements. I could be, but I don't really have the inclination for all that that brings. I prefer to be myself and achieve moderately well in this way, but I will consider it as a 'could' in different situations. I also have two extra activities to complete. One I guess is about being-connected and toward the goal of doing-well; that is, 'to find people who are smarter than me to study with'. Not in a literal way, but generally just finding motivated people, or building a committed and supportive study network to keep me accountable and push me. That makes sense actually, and I kind of already have it. The other is to exercise three times per week in the gym. ⁽⁹⁾

Progress on these goals has gone well. Although I think it is too early to tell just how much these have helped. I do feel more accomplished. ⁽¹⁰⁾ Unfortunately,

though, despite a strong start, I have slipped to perhaps only 50% of my targets. The exercise part is going steady; however, my motivation has not changed. Perhaps I have not found the problem yet. Either way, it occurs to me that when I do get motivated it is rather more as we had discussed in our session, more the need to avoid failure than from a point of needing to succeed. What does it take to be inspired? Good people and good music are the two things that inspire me most often. ⁽¹¹⁾ We bundled some other ideas together and pilot tested them if you like. This is altruism, active constructive responding and character strengths. Essentially, be nice, take an interest in others, and do things you are good at. I guess this could be a decent formula for happiness. I have used the active constructive responding on my Houseparent to positive effect, and can imagine using this more habitually in the future. I also identified my character strengths as appreciation of beauty and excellence, zest, hope, bravery, and creativity. These seem broadly true and I am trying to apply them where I can in bringing about my 'best possible future'. This might include touring the world as a dynamic music duo, James and Harold. Perhaps I will have gone to college, and gotten a 'whatever' you get in college, in some area of physics, preferably molecular. I shall be healthy physically, mentally, socially and hopefully still alive. ⁽¹²⁾

After all our sessions, I understand the model is not how anybody 'should be' but it is basically what you could consider a healthy person 'could' be. Like there are obviously linkages, and this model adapts to take care of them, identify them and see how to work on them. And then there is the injections, this model also helps us identify them, take care of them, and see how we could improve ourselves. And, there are basic categories of doing-well, feeling-good, and being-connected and all that. And all that, it helps you identify what you are good in, and maybe what you need to improve in, and it gives you almost this plan of what you 'could', not what you necessarily 'should', but what you 'could' do to make yourself feel better. That's basically what I understand from it. ⁽¹³⁾ That is important for me, it is a model and all, and it applies to everyone really, but just because something might be wrong in your life, that doesn't mean that you have to fix it at that moment, you might have other things that you need to do and that is why I said 'could'. It is not necessarily something that needs to be taken care of. Often some of the leakages are something that don't need to be

taken care of, simply because you enjoy it and sometimes you need some of them. So that is always a could for me rather than a have to. ⁽¹⁴⁾ Everything made sense actually if you think about it like that. I thought it was really broken down into those categories as well, the leakages and injections make a lot of sense and I feel they are quite significant. And, I can obviously relate to some of the leakages as much as I can relate to some of the injections. It is a great model. ⁽¹⁵⁾

Active constructive responding was one of the most useful parts. That is probably the one that stuck with me most. I don't know, just for some reason it just stuck with me the most. It just feels like that is one which you can basically do most of the day. There are others, being your best possible self and whatever, which you can't just do with the snap of a finger. But active constructive responding for example, you can literally do any time you walk past someone, you can almost try it out. I actually have the thought in the back of my mind sometime while doing it and eventually it just disappears and becomes natural at that point. ⁽¹⁶⁾ I enjoyed almost all of the lessons I would say. All of them really, because like, not all of them stuck with me, like I wouldn't be able to recite all of them, but I would say that I enjoyed all of them and found all of them helpful in some way. ⁽¹⁷⁾

On the survey, now you can see everything looks pretty much like the same, except for doing-well, and funnily enough, academically, you can just look at my reports and it has improved. God knows how? I feel like these lessons might have had an effect on it. I seem to be in a good mood more often. Maybe these lessons do have a subconscious effect on me. But I do feel like I am in a good mood more often. Academic performance has increased, personal performance is steady but going up. Steady growth really. ⁽¹⁸⁾ Actually, attention went down. I think the attention one went down because I have been facing more distractions. To be fair, I created those distractions myself. I have been facing my own distractions. I think that is why it went down. Energy no, surprisingly enough breakfast is just as hard as ever, I mean waking up for breakfast will always be harsh no matter what. But then going to school, still harsh, but then after about half an hour, it feels good. I'm energetic after about half an hour. ⁽¹⁹⁾

It is funny, I wouldn't say I have sat down and said, you know what, I need to change this and that. It is just little things that I do during the day that, you know, the doing-well part, just little things in class, you know I'll participate more for example. Not even because I told myself, but because it's in the back of my mind. I will just pay more attention, do the stuff I need to do and, it's going to help a little obviously. And the rest, being-connected. Still the same as ever really. Feeling-good, I don't know why it decreased, I feel like it should have increased. ⁽²⁰⁾

I can remember in the beginning I said, I am Harold, I am a rebel was also one of them if I remember correctly. What were the other two? I can't even remember, god. I am still Harold, I still am. I am good, I am feeling good, I am feeling good! I am looking forward to new things, and I am satisfied. ⁽²¹⁾ Well, teenager and punk still apply sometimes, but I am looking forward to new things, I am feeling good, I am feeling satisfied and I am Harold. I also said I want to feel worthy every day. I can't recall my train of thought right now but I kind of can see why. I don't know if that is how I do feel every day. I can't find a word for it, but it's kind of, it is more of a very, very, very subtle relaxed excited. It is excited but it doesn't always have to be happy, sometimes excited but in the most subtle way possible. Which is not a bad thing. ⁽²²⁾

First Person Textural Description: Post-Intervention Follow-Up

Yeah, I still remember. Everything begins with your time, attention, and energy; what you put that into. Then there is achievement, connection and... I cannot remember the last one; I'll be honest. There is all that, and then there is obviously the injections and leakages that you get. Leakages are things like, being lazy. That is pretty much what I remember from it. That's the flourishing model. ⁽²³⁾

Learning about this has been a bit of a journey, well I guess life is a journey anyway. For me, I think nothing changed from Grade 11 until the Summer holiday, then something changed, just as soon as Grade 12 hit basically, and it's that, I haven't had more leakages or anything, but I felt my general motivation go down I think, because it is just a lot. Sometimes you are not really conformable with all of it. But I've tried actually just various injections. It is not that I don't

have the time, but sometimes I don't, sometimes I don't have the time, sometimes I don't have the energy to go exercise for example. I can't remember the last time I exercised; I think it was in the break actually. That is a long time. So sometimes, even when you want to have injections like that, it is hardly possible at this time. Which kind of sucks, but you know, but I can go play squash next week.⁽²⁴⁾ Yeah, it is weird, because it's not that I'm spending more time with leakages, I'm not spending more time with injections either, it just feels like the hours in the day have decreased. I have no clue why. Well I mean, I can assume it is because of all the, not pressure, just because of all the work that you have to do actually. Because, even just thinking about the fact that it is a lot, kind of just brings you down in a way. I guess this is an attention issue, because a part of the stress is always with me. I cannot stop thinking about it, I don't remember the last time I didn't think about it basically.⁽²⁵⁾

I mean looking at my survey results again, things are good, but academically it has gone down. For sure. It is because it is Grade 12. It's just harder and, like last year for example you would have exams, and you would do those and that would be basically all. This year you will have exams, and internal assessments and homework and other stuff, and so it's all just kind of piling up. You have to like juggle all these things at once. And so obviously it hasn't just gone down because I just have more stuff to do, it is also as I said before, because my motivation has just gone down. And, the energy that is required for me to actually just sit down and do the work is much more than last year for some reason. That is why I think my academics have gone down, even though most things are somehow better.⁽²⁶⁾

I have fallen into massive routine at this point. There are two opportunities for my routine, in a day. I don't even take naps anymore, I don't know why, not because I don't find the time, I just don't I guess. I just usually go to school, then after school is not really any activities, but I'll tend to do internal assessment work after school mostly. Then in the evening, I tend to have something to do, either I have to go to directed study, or last night for example I had the science project thing with Mr Parker for example. So in directed study I usually read or do a theory of knowledge activity actually. So that is usually what it is, and then after directed study I just take the time to go eat down stairs and socialise I

suppose for a few hours. Then I'll just go to my room, lay in bed, do something on my phone or laptop for like 30 minutes, and then repeat. So things like being-connected, is mostly after study hall. Well, during school I get to be connected, and lunch break obviously, during classes as well. So luckily there is that. Otherwise I would probably be depressed as hell. But, during school is quite nice. Study hall ends at 21h00, my curfew is 23h00, it doesn't really matter though, so I'll probably spend around 2 hours after study hall with the lads for some fun. ⁽²⁷⁾

So my four 'I am' statements these days are, I am somewhat exhausted, I am somewhat satisfied, I am somewhat frustrated, and I am, I'm excited. Mostly for things to come I suppose. I am just excited. ⁽²⁸⁾ If identity drives behaviour, well in that aspect I don't think too much has changed actually. I can't say I am the same person I was last year, because I don't think I am. But I think that recently, these last two years, I think my personality has swung around from different identity to different identity, it's weird, for example, I think if you placed the Harold five months ago next to the Harold now, even though not that much has changed in his life, frankly, you could almost say nothing significant has changed in his life, I would consider myself very different. And, I think I have stopped lying to myself as well. Because like okay, last year, I, you know when teachers would be like, you know, "why are you not working?", last year I'd make excuses and be okay with it, but this year I just, I'm okay with it, but I'm okay with it in a way that I don't have to excuse it to myself. I think that actually that might be worse. I consider it better because I feel much more satisfied this way, because like okay, it is weird to say, okay my work habit, my work ethic is still not absolute quality obviously, but then last year, I wouldn't worry about it in any way because well, it's because of this reason, it's because of that reason, and such and such. And this year it is more of a like, well, 'I know'. ⁽²⁹⁾ I have started to own it for one, and to actually think about it. Because last year I just discarded it, it was a problem that didn't matter to me. This year it is problem that, I might have not done too much to change it at this point, but it is something that I think about, that I enjoy thinking about actually. Something that very much interests me I suppose. I finally started thinking about that! Thinking about the problem and how I can get the best from myself. I guess I did improve in many ways but I am still not satisfied. ⁽³⁰⁾

I haven't fallen into any conformities, but I have realised they are a lot easier; they are there for a reason. Conformity and normality are there for a reason, although they might destroy one's sense of individuality, they are there and they are sometimes the easiest and most comfortable way. So as long as you, I think as long as you are aware, and you are fully being yourself, then that is flourishing. ⁽³¹⁾

Appendix 4.2 James

James has attended the School for the past three years. He is Austrian, and is intelligent, articulate and thoughtful. Having had an intense training in classical music. Coming from such an encompassing background, James has discovered other elements of himself since joining the school, and particularly so in his social life.

First Person Textural Description: Intervention

I have always been inclined to think deeply, or differently, on another level than other people. I think it is just my natural state of contemplation. I don't know if it is helpful, but it does lead me to question the conventional wisdom of systems such as a schools and the power structures students must blindly defer to if they want to succeed within the system. I guess we must accept and trust that at our stage of life there is a bigger picture that we cannot yet fully grasp. Therefore, when I read the invitation e-mail for this project and the line "good grades not guaranteed", I knew it would be good. It appealed to my sense of entrepreneurship so I signed up quickly. ⁽¹⁾

I was immediately confronted with my own identity. Defining this in four short statements was difficult, but I arrived at some I am satisfied with. I am a gamer. Not everybody knows that about me, and it might sound stupid or childish, but I just really love video games. I am a pianist. I fall asleep at my piano most nights. I am a language enthusiast. Yes, in every way possible I love learning languages. And, I am patient. I have learned to wait for things and to wait to see improvement. ⁽²⁾

School-wise, my report is fine. It is not 100% perfect in every area, but I am achieving good grades. Top marks in some subjects and small improvements possible in others. Considering the likely impact of my four guiding identity admissions, I mean statements, the one which has the greatest impact on my academic performance at the moment is, I am patient. Learning is a process and I have learned through piano that attaining perfection takes time. So I am willing to wait, and that helps me continue working even when results don't come immediately. ⁽³⁾ The results from the flourishing survey are pretty much what I expected. Maybe I am surprised I had so much energy. Being-connected is something good, I am enjoying that at the moment. ⁽⁴⁾

Our orientation to factors of production was a time audit. It helps us to uncover the daily habits which contribute to our wellbeing by focussing on minute particles, like single bars in a piece of music which make up the whole. The results from this audit indicated that I went through the day with relatively low energy, which is different to what my survey showed. Jenkins thinks this is because I have not been having any breakfast. I don't usually like having it, but I will make more of an effort. Other areas to look at are homework and physical activity, which also seem to be lacking in this day. ⁽⁵⁾ We also did a second time audit with an additional complexity, looking at which outcome (feeling-good, being-connected, doing-well) the time, attention, and energy was aimed. I appear to have invested 25% in feeling-good, 25% in doing-well, 50% in being-connected. The rest of the day was almost perfect, although energy in the morning was still low. I did have breakfast this time. ⁽⁶⁾ All of this makes very intuitive sense and I think I always knew this subconsciously without having a way of naming it. One aspect I am less confident about is resilience. I understand the concept, but I don't use it a lot, because I get along with everybody. Actually, I don't think it is healthy. You shouldn't struggle. Though perhaps it would be more relevant in different circumstances. Or maybe I am over analysing it. Anyway, the most important injection for me would be exercise. I have never really prioritised that. The leakage I think is interesting to look at improving may be the impact of negative relationships on overall disposition and performance. ⁽⁷⁾

For this phase of improvement, we begin with two tasks and an identity alternative. Borrowing from my original four statements I will try out, 'I am gaming the

programme'. This is to say, I am playing the game that is my academic programme and will find ways to overcome it. Additionally, I have the task of regular meditation to improve attention, and the task of prioritisation to ensure doing-well. ⁽⁸⁾ I have managed to meditate many times throughout the day and find it gratifying. I have learned that you don't need necessarily to be alone and at peace to be alone and at peace. It is possible to meditate often and anywhere which helps you focus and break up the flow of tasks and information. My target setting has been so-so. All of my targets have been succeeded, although I cannot say whether this is due to their prioritisation or whether they would have otherwise been achieved, perhaps in a different order.⁽⁹⁾ Following an extended trial of these, I did not manage to hit my goal of setting goals, and I think that in itself describes my situation. My attention span has been suffering from sugary drinks and laziness. Actually, my attention span is struggling right now, so point proven, I guess. My use of 'I guess' in the previous sentence reflects my indifference, as a result of lack of energy, as a result of too little movement. I will continue with meditation and introduce nutrition, heightened awareness of negative persons, and more exercise as new goals. ⁽¹⁰⁾

I have been feeling much better on account of my new goals and in particular, I have been making efforts to exercise regularly. Our session today was a reflection on sacrifice for high performance and on the thought that "successful people make habits of things that others do not like to do". I can imagine that. The enemy never sleeps. ⁽¹¹⁾

In addition to my personal goals, we have been encouraged to utilise active constructive responding, altruism and some expression of our character strengths into our daily interactions. I have been familiar with active constructive responding for a while now, even before I was introduced to the actual term. It is a very interesting thing to do, to confirm to oneself, what kind of person one is. Nothing is quite comparable as a recourse for happiness to making people around you happy. Everyone is aware of this, but it remains an unspoken thing. In-between words. It is very much like altruism in this way. It confirms the kind of person you are, so everybody benefits. ⁽¹²⁾

I have honestly, never been in better shape as a person. I feel very comfortable being me right now. So when I think about a best possible future, what I can imagine is never achieving peak performance so that life still has purpose, and otherwise, still playing Nintendo games, having my own orchestra, tours all over the world and to be able to speak clearly. ⁽¹³⁾

I think I have always been subconsciously aware of using this model. I have never been able to materialise the different steps of the circular model, but I think I absolutely approve of it and I think that if you take an actual look at the model, you might discover a new way which you did not yet utilise, for example you might always just rely on strength and success, and then success again, giving you the strength for more things, but things like rest and mindfulness are also important, so, maybe it can open up a new path for you, but for me, I have always kind of been using this, but I am glad that now I can put my finger on it. ⁽¹⁴⁾

I think identifying leakages helps the most, because if you know what is bringing you down then there is nothing left to do than getting rid of that. So as long as you can identify what is bringing you down, I think that is the most important part for me. For example, I think the toxic people one was actually a good thing to think about because you wouldn't, out of instinct, sit down and think to yourself, okay there are some people who just bring me down, what can I do about it, just out of respect for those people, but I think this model helped me to identify them. ⁽¹⁵⁾ Active constructive responding was also a powerful one. That resonated deeply within me. I think that is THE essential skill you need for building a good social identity. And it is a very intuitive thing to do, but if you can't do it, you are in trouble. If you know what active constructive responding is, and you can utilise it well, then you can make friends anywhere. ⁽¹⁶⁾

On the other hand, the perfect day activity felt less helpful to me. I enjoyed designing my perfect day and trying to pull it off actually, but I just don't feel like I learned much from it. It was fun but I just don't see the use. Perhaps the concept of perfect day was hard to conceptualise without being clear of our real purpose. I think we were talking at some point about; why do we go to school every day? And, if we don't really want to be here, why are we still forcing

ourselves to do it? It was having trust in this bigger picture that we don't see yet, and being able to realise that we don't see it yet. I think that is highly philosophically valuable. ⁽¹⁷⁾

Looking at the results of the second survey what jumps out as true is attention. I am able to focus much better now. Sometimes I wake up, just having a bad day or something but if those bad days accumulate, I can't let that happen. So I found a way to focus on something even when I am completely brain dead. Also for energy, Jenkins recommended some exercise for me and I have been doing that regularly. It was a bit difficult with moving houses recently, but I have been keeping that up. And I think it makes me happy. ⁽¹⁸⁾

As you can see, almost every area improved slightly (other than energy). It is hard to attribute specific things to individual parts. However, I guess I can say the sum experience to have been beneficial in many ways. ⁽¹⁹⁾ Reflecting on my academic performance over the time, I always struggle a bit with sciences and math, especially science, since before I came here, I never really had any science education. However, I realised that when you are confronted with lots and lots of new and really complicated stuff you just have to confront it. You just have to get over wanting to repress it or leave it for later. The more you confront it, the better the teachers will respond to you. They won't hurt you or punish you for actively going into areas that you are not good in or you don't like. They will actually then be able to help you and I think it is important to realise that. Before you can get help you need to want help. My results show that. ⁽²⁰⁾

As for personal outcomes, maybe this is unrelated, maybe it isn't, but I have moved recently, and when I was a kid, maybe it is just the age or something, but when I was a kid, moving was difficult. Even if it is not to another country. You just get used to your surroundings and to specific things being in specific places, that are always just reliably there. But this time, I could not care less, I got integrated almost instantly, I didn't even enter the house when I said okay let's do it! So I think this course has given me a great deal of competence, which is great for my ego, I don't know whether that is good or bad, that will reveal itself eventually, but I think I have become a lot more confident as a result.

⁽²¹⁾

Has there been an identity change? I don't know. I would say I am still patient as ever, especially in my recent Group 4 project where I stayed the whole way until five for the extra three hours when my team mates left. Just so that the teachers wouldn't give us, wouldn't grade us down on leaving early, but since I am pretty patient, that was not an issue at all, I just sat that one out. I am still a language enthusiast, in every way, shape or form possible, I am still a pianist, luckily. And I am still a gamer, I just love video games, I know it is childish and stuff but it really keeps me going. I don't think I want to change them. They work for me. As motivation, every day I want to feel, not accomplished, but I want to feel that I didn't let the people down that invested their time, attention, and energy into me. At the very least, I do not want to let them down. Luckily, most days I feel just like that. Of course, some of these days I feel just like that. Of course, some of these days I let people down because of maybe my inexperience, or maybe I didn't do my homework at some point. But that just reminds me that everyone is trying to help me. And at the very least I should do my part, at least my part and preferably a little bit more. ⁽²²⁾

First Person Textural Description: Post-Intervention Follow Up

Oh boy. Well, there is some incomes, and some outputs and some leakages from what I remember the basic structure of this model to be, ahh, and even though I don't remember specifically what they are, I do remember that they correlate quite heavily, that there cannot be an entirely separate income and an output. They are always interlinked. A good output will lead to a good outcome (feeling-good, being-connected and having success), which then in turn just makes you a more productive person. Some of the leakages I also remember, like being surrounded with draining personalities, or just straight up laziness and bad time management, that sort of stuff. My personal resources were to allocate my time, my attention, and my energy. There we go, those three. ⁽²³⁾

I have changed many parts of my thinking and awareness even still after this course. Like, for me personally, I never thought highly of a balanced lifestyle, simply because, I want to avoid mediocrity, if that makes any sense. However, as I came to realise that humans are not perfect machines that can just allocate all of their resources into one thing, get that to absolute top quality and then just abandon everything else. Then the system just collapses. So then I thought the

solution would be to keep everything balanced, but balanced at a higher level. To raise the bar over all, not balanced in terms of cut everything down so everything is equal, but actually push every single input I can get. So I started working out regularly, which would have been out of the question about half a year ago. And it really is a really heavily underestimated source of energy. I found that these things are very interlinked and that heavily investing into one doesn't necessarily cause the others to slack. Quite contrary actually. Of course, balance every day is not possible either, then you just wouldn't achieve anything ever. ⁽²⁴⁾

I also came to realise that maybe energy is quite a physical quantity, if you are feeling very exhausted and tired you won't be able to focus. But there is something about attention, that it is really just up to me, whether I listen or just hear, it is not really measurable, there is not a limited amount of it, so I just started paying attention to everything at all times, which was (which still is), tiring, but extremely gratifying. I remember a lot more stuff. I can use time extremely more effectively because I pay attention to everything. In the time aspect, I have been extremely busy, in relation to what I have been doing before, I think I work 12-hour days and even do stuff on weekends most of the time. Surprisingly enough, I don't miss all the free time I had before, actually the static inertia that free time granted me, isn't as gratifying as getting stuff done and getting yourself out there. ⁽²⁵⁾

These results feel right. I think I have grown in many areas. I mean, it would be a problem if I hadn't. I think my academic performance has improved. Absolutely. Mainly because now I don't feel like I am trying to be the immovable object to the unstoppable force that is school. Now I am trying to collaborate with this unstoppable force, or try to understand it better, instead of just bracing for the next bad report, bracing for the next impact, taking the hit and preparing yourself for the next impact. It has taught me to (or rather I have learned to), unironically, learn from my mistakes and not feel bad about them anymore. I guess the major difference is not the actual results. The results are comparable, and not that drastically different, but I feel very different about it. I am not fighting against it. And I can achieve the same relatively good results with a happier mindset. ⁽²⁶⁾

In terms of identity statements, this is interesting. I am still a pianist. I am also a conductor now. I am patient. And now, I think I didn't say this one before, but most of all, I am determined. (27)

Appendix 4.3 Mia

Mia has attended the school for the past two years and is a full-time boarding student; living away from her family. She is Vietnamese and identifies strongly with this. Mia is a highly independent young woman, with high ambition and commitment to her studies. She is rational and well spoken, but carries the weight of her own expectations heavily.

First Person Textural Description: Intervention

I came to this school because I want to improve my chances to get into the best university possible. Once I took the decision to leave Vietnam for my education, I basically completed the entire application and the process on my own. I applied to be a part of this project so I could get to know my weaknesses and strengths, how to balance them, and utilise them to bring out the best in myself. (1) Since starting however, it is difficult to adapt to a new environment, and to the academic programme, and everything. I have spent some nights in the boarding house where I do not even sleep because I have so much work to do, other people in my class don't seem to get it the same, but if I want to get into a university like Yale, you can't just do that without perfect grades and everything else. I am so exhausted, I even cried during a lesson today when I was thinking about it. (2)

One of the first things we did in these sessions is try to hone in on our constructed identity, that is, how we see and understand ourselves. For me the first is, I am Vietnamese, born, raised, and proud. This means making a contribution to the community you come from. It also means I resonate strongly with my given name (Mia is my English name) and that says a lot about who I am. Something else it probably means, that is a cultural truism, is that 'hard work beats brains'. I have to work hard. Additionally, I am self-aware and ambitious. I know and ac-

cept myself. And, I guess as a short-term part of me now, is, I am a student in this academic programme, the IB. ⁽³⁾

My first report is acceptable but not right yet. I would say it is very good but I really want to be excellent. It is interesting to wonder which of my 'I am' statements have contributed to this the most. Like, it is probably 'I am Vietnamese' or 'I am a student in this programme'. When this is part of your identity, there is no conflict when working long hours on school. This works. ⁽⁴⁾

After our first test, flourishing and stuff from this looked low, but I think I am very self-critical, so maybe my assessment is very different to like, probably some of the boys in the group. It is not completely objective. ⁽⁵⁾

Jenkins asked us to complete a time audit by writing down everything we did in every 30-minute block. Just writing it down, I think might have actually affected what I did, but otherwise this was a good activity to look at how time, attention, and energy all work together. I thought before that I was like, pretty productive but now maybe I can see some areas I can work on. Generally, I don't like to have breakfast, I prefer just to get something at break time. However, looking at this I can see I did have fairly low energy for my morning classes. Some other things Jenkins also pointed out in our group feedback session was that studying biology with 50% energy needs to be addressed, and that taking a nap in the afternoon and drinking coffee at 23h00 is probably not the best idea. I can kind of see that. I also studied with a friend on Skype for a few hours, I don't know if this is the best productivity. ⁽⁶⁾

Following the first audit, we tried again with the aim of achieving the perfect day and also accounting for the expected contribution to feeling-good, doing-well and being-connected. This day wasn't the perfect one, but I gave it my best with what I had to work with. Some of the positives of the day were waking up early, stretching, and showering before breakfast. This was a really fresh start. On the negative side, I had no time for homework and my 19h00 coffee break didn't work. Overall, I dedicated 15% of my time, attention, and energy to feeling-good, 38% to doing-well and 46% to being-connected. One question that stuck with me was, if I was my own boss, would I be happy to pay for this perform-

ance. This makes you think. ⁽⁷⁾ Carrying on from the audit, Jenkins asked us to set a small goal for each of these elements of flourishing by considering a) how we want to feel every day, b) three relationships we want to nurture, and c) our achievement goals. The answer to these questions is; a) calm; b) my mum, Peter, and myself; and, c) complete my extended essay and improve my grade in biology. ⁽⁸⁾ Resilience is another part of the model. I think I am a resilient person. I love my mother, but we sometimes have disagreements, and some of these are arguments, I have used a lot of resilience in these situations. I can apply that. ⁽⁹⁾ Also for the future, maybe one aspect that could be an injection is with mindfulness, trying not to over-think things too much. On the other side, a leakage I can work on is negative thinking, particularly catastrophising. I would be happy if I could do that; and also have more perfect days. ⁽¹⁰⁾

So basically, I learned that identity builds up your choices. But then your choices build up your identity as well. And then, within the process there are leakages and injections. Just like the original economics model, but for humans. My favourite one was the leakages, one was mindset, and the way you think, and whether you internalise or externalise your problems. Like, you blame them on yourself too much, or you blame them on other people. I think it is really interesting to reflect on how I think about my stuff, and how I put the responsibility on only myself, or only other people, rather than splitting it up. For instance, saying something like, 'I did this wrong, but other people contributed to it in this way that I could not control'. It is pretty relatable; the whole thing. ⁽¹¹⁾

Probably the most impactful task was the ideal day, and then the logical follow up for that was, would we like to have the ideal day 365 days of the year? That is when I realised, it doesn't have to be perfect every day and you have to have ups and downs. You can also appreciate almost ideal days. That was interesting and to be able to write down what I would want. Would I want myself to wake up at 6h30? And would I want myself to study from 19h00 till 22h00? If the answer is yes, then when I go on with my normal life and I reflect back and I am like, its 19h00, ideally, I should be studying and I'm netflixing! Maybe I should study. So that's really good. ⁽¹²⁾ This thought links quite well to my targets for this phase of the programme. I have a new 'I am' statement to try out, or to try and achieve, which is 'I am balanced and efficient'. Balanced to make sure

life is sustainable and efficient because I need to get everything done as efficiently and effectively as possible. Jenkins also suggested to keep a gratitude and a sleep diary. I already kind of do both of these already, so will just make it a bit more explicit and see if it helps. ⁽¹³⁾

After a bit of practise, I managed to do these things daily. Doing them makes my mind more relaxed and positive before going to bed and actually helps with quality of sleep. I have seen a pretty stable pattern of sleeping in my sleep tracking and want to try to keep this to at least seven hours, but I don't know if that is realistic. A further goal to work on is negativity and reducing the impact of negative thinking and negative people. I will try meditation for this. ⁽¹⁴⁾

I have found that keeping these tasks up is not as easy as starting them. I have managed to maintain 7 hours of continuous sleep, with no napping in class, and I have been doing yoga and meditation. My gratitude list has slipped though. Although it is kind of helpful, making time for it is just a burden, I keep procrastinating and have to write it the next day; which is useless. ⁽¹⁵⁾ My character strengths are curiosity, love of learning, appreciation of beauty and excellence, love and bravery. I get to use most of these every day, so I think I am doing well, but still not with exactly the motivation and energy I expect. Life feels neither too good nor too bad. ⁽¹⁶⁾

My best possible self (in 2023) would be someone who knows what makes her happy; who has had the experience of living with only one backpack, basically homeless for a year; who had the courage to actually slap the people who make her mad; is enrolled in a university, admitted to a master degree or PhD; who has reached the highest belt in a traditional martial art; and, to have found the meaning of life. Simple, right? ⁽¹⁷⁾

I found one thing really interesting from the second session I think, was like, 'would you pay yourself to do something?' The hypothesis of you being your own boss, and would you pay yourself to sit down and study for two hours? And would that, you know, bring back to the company some benefits or something? That is really interesting and I think it could be applied to big or small decisions.

Like, would I pay myself to get out of bed? To would I pay myself to apply to this course and become a student at this University. That is really interesting. ⁽¹⁸⁾

All of the activities were helpful in one way or another, but my best possible self, it is kind of always changing. The best possible self that I thought was the best it could possibly be one day, is different from that the next day, or like five seconds from now. So I don't think I should put it down to only one, or some bullet points or something. It should always be something I strive toward, and I should not know what it is. I should know I am striving for something that's there. It is hard to explain, I thought about that a lot, but I felt I got less from that activity than others. ⁽¹⁹⁾

Reflecting on my grades, I jumped from good back to very good. And, I stopped getting Cs which is awesome. I mean like, this is not the only factor contributing to the development of my grades, but it is really helpful to determine what I want, and if that is what I want, then how am I going to achieve it? ⁽²⁰⁾ On the test we did, that quiz or whatever it is called, my being-connected part is still low. Although I actually feel much better now, compared to when we did the test six months ago. I kind of realised; these are the people I like, and the people who are supporting me, and this is the network I want to be in. Those are the people I want to be in my network, not yet, but I should develop the relationship that we are having, and those are the people I should just get rid of. So it is really clear how I can see that. Oh yeah, I should stop wasting time on you. Those kinds of things. This is the biggest thing for me, quality not quantity. But, the rest feels right as well. ⁽²¹⁾

For my identity statements, even after six months, three of them are staying the same. I still relate with my traditional name; like I am still myself. I am Vietnamese; I am still proudly Vietnamese. Self-aware and ambitious was the third one I think, and I hope it is still the same. The last one was like a temporary and short run. I am a student in this programme; I am still a student in this programme, I'm not going to drop out, not yet I hope, but I can see how even though it is important, it is not the most important thing on earth. It should be a part of me now, but it doesn't determine me. Even if I get a high, really high or perfect score in the programme, it does not determine who I am and what kind

of person I am. Well, it does to an extent. If I get a perfect score that means I am a hardworking student compared to like an average one, but that wouldn't determine if I am kind or if I'm anti-social or whatever. So, I am someone who loves to learn. It's still learning, but it's just not about only this programme. ⁽²²⁾

I also wanted to feel, something along the lines of 'calm'. Am I calm? It really depends, because, there is no average feeling, and how I felt this time two weeks ago and two days ago is really different and also like exam period was different as well. But most days, I feel 'okay'. It's not the best, I don't feel awesome, but I don't feel terrible. So, okay. ⁽²³⁾ It is hard at this stage of life, when all we are doing in life is studying, well hopefully not, but the main focus is studying. You only reflect on your progress by looking at the grades you are getting, how you are getting along with your friends, and it is a really small circle of interactions and stuff, so it would be interesting to know whether having a comparatively limited external outlook impacts things. The return on investment is interesting as well. I have 120 which is meaning greater return than investment, this is good, but, I don't know if that should be 100 or is it possible to get to 200 for instance? ⁽²⁴⁾

Unconsciously, I think I will be using this. I wouldn't think, would I pay myself for this action, or am I externalising, should I approach this with a more balanced approach etc, but it's helpful and applicable in life to keep an awareness of these things. ⁽²⁵⁾

First Person Textural Description: Post-Intervention Follow-Up

I can't believe it is so long since we finished. I still remember. There is time, attention, and energy on one side, and the other has feeling-good, doing-well, and being-connected. And then, the arrows are the way they influence each other. Choices confirm your identity and your identity influences your choices. Then you have leakages. Laziness, your mindset, learning, your attitude and health; that's what I remember from it. ⁽²⁶⁾

For me, the feeling-good, I think it is more of like switching my mindset, so like injecting good things, injecting a new mindset into it; instead of like externalising

or internalising, it is really a balance of everything. And, I learned to prioritise differently, to put different priorities in different orders. So that's about feeling-good. Doing well, that kind of relates to feeling-good. Instead of approaching doing well as doing well at school, I think it is about doing well in life. About any accomplishment. I mean to me, eating a good meal is doing well. Like making a good wok! So that's just doing well. Just taking a different approach, the concept helped me. Honestly compared to like last time we talked, I am definitely not doing as well, as I used to at like, academic stuff, but doing well in general in life is better than it used to be. And then, being-connected. Hmm, with friends at school, I would say I feel less connected, but it is also like, after the summer I had a lot of new friends and then the time, attention, and energy I spend on my friends divided between different groups of friends and everything; but it's not worse, it's just a better balance. Being connected with my family. I think I talk with my mum more now, not in the frequency of our calls, we used to talk three or four times per week, and now we try once a week, but I always forget so it has been once every two weeks for the past month. But, the depth of the conversation, and now it is not, like she doesn't control me like before. But now she is really letting go even more and it is really like adult talking to adult. Yeah, it used to be like, yeah, just do this for me please, and now it's like, "but I really think you should do this, what do you think about my opinion?". (27)

Academically, I think I dropped slightly. One point in biology, one in mathematics and one in languages. I tried to keep it there, but with everything - more things to learn, more things to do alongside of it, projects, university applications, even friends, and my health and everything - it is hard. So it's definitely not as high as before, but I am more happy with it than I used to be before. I used to be like, I want an excellent score and I'm just below that now, and that's not okay, I hate myself. Now I accept anything from a very good to perfect. But even good feels fine right now. It is just some points, I can see what I have to do, and I know what I need to do, and I have time. So, it is really good; not that much pressure, even though I am falling a tiny bit down. I am aware, I think that is the most important part. (28)

I like the concept of time, attention, and energy and I think it is really summarised well. I know what three things I have, because you can be like oh yeah, I

have time, but then you go specific into it and actually that is not the complete story. I have this new look, that like, instead of just looking at what I have to do, I kind of just step back and see the whole picture, of like consequences of, if I do this way or that way, and then, this is like how the best timeline would be. So basically, just stepping back and, not being Mia, but like, being another person deciding what Mia should do. You know what I mean, and that kind of helps me, because it is like playing a video game. Because it is not me, so I don't think about like the direct impact of everything happening to me right now but, I think about, also that is my character, she has 100% energy, she has 50% attention and like 2% time or something. And then, how do I manage that, instead of like, managing myself; because, I will be under the influence of 50% energy and everything else. (29)

My identity: I am still, my traditional name. Although I've been thinking about my name for college, whether I should keep it traditional or not, but I don't know that still says something about me. I really relate to the name. I am Vietnamese, proudly, although really concerned about the communist states at the moment. This is my national identity. It allows me to relate to the learning materials we have in a personal kind of way and I understand it and I look at it in a personal way, thinking about. So I don't know, it just provides new perspectives on everything. (30)

I used to have 'I am a student in this academic programme' and I said it was short term, but I really, I would disagree with that honestly. That one is gone. I would tell the old Mia, that you are so much more than just part of a programme. It is great that you are devoted to such a programme, it's good, it builds me up and everything, but like, when I look at myself and think that I am just, not I'm just, but I am a student in this academic programme. That just kind of defines me like, 'oh I'm just someone who takes six subjects, studies philosophy, writes an in-depth essay and does service work. Whereas I am so much more, like, I can't just limit myself to that. I could say that I am a potential candidate for Harvard, I'm not applying but like, I could say that, so like academic wise, limiting myself to just this type of student just makes me stressed out even more. Like, if I am identifying with this programme, then I have to be 'the best' student on this programme. I have to think what is the standard and I have to

get way above that. So I would disagree with that now. I am just someone who enjoys learning; because I do enjoy learning and studying. ⁽³¹⁾

My last one was ambitious but self-aware. This is still the same. Just like my math test! I am so bitter about it. Like I think I need to cry and break down about it to acknowledge that, I got a C. Even after that math test, I feel good. Happy.

⁽³²⁾

Appendix 4.4 Emily

Emily has attended the School for the past seven years and lives locally with her family. She has always been a high performing student and relates closely to this image of herself. She is bright, personable, and has a growing confidence. Emily is highly capable, task oriented and has a strong sense of social justice and fairness.

First Person Textural Description: Intervention

One of the biggest reasons I signed up to this project is that I realised that I have issues with time and focus and there may be leakages. I also have a lot of goals that I cannot always execute and I get distracted too often. I was genuinely curious about the project. Why turn down an opportunity to improve myself? ⁽¹⁾

So, my identity. I guess, I grew up in London. I am into science. I like horse riding. And, I am hard working; putting as much work into everything that I expect from myself. That's me, not everything, but it is hard to put into four sentences. I guess those are the most important. ⁽²⁾

Taking a look at my report, it is quite good. The grades are what I wanted, and my effort grades are all excellent. My teachers are pleased with my work and generally their comments just say, 'carry on doing what you are doing'. Although Mr Jenkins thinks I should be suspicious of this and press them for more feedback. I don't know how to do that. Considering which identity construct has impacted my performance most, it is probably, 'I am hard working'. That means I

take my school work seriously and will do as much as possible to ensure I get the best results. ⁽³⁾ Following the first flourishing survey, my flourishing data looks basically like I thought. Everything is pretty fine but time and attention seem quite low. I guess this is like Mr Jenkins explained, that although it is expressed numerically, due to the subjectivism of self-report the scale needs to be interpreted as ordinal rather than interval. Even still, I would quite like to improve each aspect. ⁽⁴⁾ One of the first tasks we did was to record all of our time and everything we did in a day alongside how much energy and attention we gave it. For instance, maybe we are doing math homework but also listening to music, this would mean less attention on the math homework, or maybe I am spending time with my family but I am really tired, this would mean I am focusing less energy on them. The day I audited seemed very good. I gave my best effort in all of my classes and had sufficient energy and attention all day. I felt good at the end of the day and feel as though I made the most of what I had. Actually, it didn't even feel stressful. ⁽⁵⁾ The extension of this task was to complete it again, but this time to make it the absolutely perfect day, where every bit of your time, attention, and energy goes to something productive like feeling-good, doing-well, or being-connected. I enjoyed thinking about this and trying to achieve it, because if you can do it once, it would then be repeatable, and then you can maximise your productivity. I had a pretty good day. My attention and energy were never less than 80% and I achieved everything on my 'to do list'. I didn't have breakfast which may be the reason it wasn't 90%, but still I felt satisfied when I went to bed in the evening. When I add it up, I spent 12% of my time, attention, and energy on feeling-good activities, 68% on doing-well activities and 18% on being-connected activities. This seems a little loaded toward doing-well, however maybe that is a balance that works. ⁽⁶⁾

Going deeper into the concept of outputs for our time, attention, and energy, we also considered goals for feeling-good, being-connected, and doing-well in terms of how we want to feel, what our most important relationships are, and our achievement aspirations for the near future. For me, the way I want to feel every day is 'productive' and to maintain my 'on' and 'off' time. The most important relationships I need to work on are firstly with myself (that I feel good about what I am doing), with Samantha (my best friend), and with my Mother. Immediate academic priorities are my extended essay and my writing task. ⁽⁷⁾

I guess achieving these, or achieving anything comes with challenges. In the model, resilience represents when you need to invest in other areas you didn't plan or your choices aren't working out well. This makes sense. An example of a time I was able to show resilience in this way is in Chemistry. It was so hard when I started and I had a C. I had to try really hard to improve it.⁽⁸⁾ To improve my general factors of production and also to get more done every day I would like to focus on injecting extra energy; using exercise as well as addressing the leakage of laziness.⁽⁹⁾

Now we have completed the introduction, I know that in the circular flow you have leakages and injections and it basically shows how you can maximise flourishing based on maximising your injections and recognising where things are leaking out; such as bad relationships, negative energy, and those sorts of things. So then you can increase what makes you feel good and increase your flow.⁽¹⁰⁾

It is all helpful, but I mean, it is always good to see what makes you feel good, but probably if you take away the leakages it is even more beneficial. For me at least. I think really recognising, actually recognising, what is not working, even though you might not have thought about it before and kind of eliminating that is most valuable.⁽¹¹⁾ For instance, I really liked the activity with billing your time. This was to imagine you were paying yourself for the work you completed each day. Like, would I be happy to pay for this level of productivity? This really changed my view of how valuable my time is, and how little we actually have. I kept thinking about that. Then the perfect day. When Jenkins told us that we should try to have the perfect day, I was like okay, this day needs to be good, and that one really stuck. Others were also interesting, but didn't have the same impact. Like exploring character strengths. I felt like there could have been something there but we didn't really go into it much.⁽¹²⁾

Mr Jenkins has given me a new 'I am' to try and assimilate into myself, along with two injections to try and include. We talked about it and chose "I am inspired" as the identity anchor, and meditation and exercise for the injections. I don't have a lot of time, but will try to do these in the morning. I don't think I can just wish myself into inspiration though, I have a pretty busy schedule.⁽¹³⁾ After a

week of this activity, I feel pretty neutral about it. I did it a few times, but not regularly since it is not a habit yet. There is really no direct positive or negative impact I can distinctly notice at the moment. Since I am not completely committed to these ones, I want to try new changes, like improving my nutrition and keeping a daily task list; Mr Jenkins has asked for at least one feeling-good and one being-connected target each day. I get this, because most of what we do for school is about doing-well. ⁽¹⁴⁾

I am having a very busy week, but somehow this makes me strangely unproductive. I have a lot of work to do and I know I will be very stressed on the weekend, but I still procrastinate a lot and am not ticking everything off my list. Perhaps it is because my list is too unrealistic. However, I have been trying to meal-prep breakfast the night before to ensure that I eat and eat healthy. Although, now I find myself snacking as another way to procrastinate, since if I am eating, I don't have to be working. I think I need to find a relaxing activity, maybe a Rubik cube or listening to a song, that will briefly take my mind off work, which does not involve eating or being on the phone. I could try more variety to mix things up, but still, even variety is a form of procrastination as you need to spend time thinking about how to vary things. I spent some time thinking about this statement: "Successful people make habits of the things that others do not like to do". Does that mean that we have to accept a certain amount of suffering to succeed? I am not even sure if that is the right question. What do you need to sacrifice to succeed? ⁽¹⁵⁾

Some of the activities that could improve our relationships or things, like active constructive responding, and altruism, feel a little bit forced. Maybe they work, but I don't know if it is realistic to do all the time. Like, I spoke with my mum about her work after she came home and I think she enjoyed telling me about her day. I don't have these conversations with her so it was nice. However, often she had to go to an appointment after 10 minutes so it was cut short. I think in general it is hard to have active conversing because people are busy and don't like to stick around for too long. ⁽¹⁶⁾ Also, my top five character strengths were bravery, curiosity, leadership, teamwork and perspective. I like to think these are right, although it is easier to think negative things about yourself; and others. I guess that is why it is good to practise these things, like the best pos-

sible self. This was hard, but when I imagine the future, I just hope that I have purpose, continue learning, am happy, have no regrets, not too many student loans, and am confident in myself. Maybe also with a 'Pinterest' apartment, and completed my bachelor degree; as a minimum. That is actually a lot of things. I need to learn how to cope well with everything, and all expectations and still be 'high performance'.⁽¹⁷⁾

I think my academic performance has probably stayed the same. It was already good and my report comments still often say 'just keep doing what you are doing'. So, even though there are areas I want to improve, I guess it is really about sustaining this. Personally, I would like to think that I got better though. I tried to focus on exercise and laziness and paid a bit more attention to these. So I think at least I focussed more on it, I don't know if it got better. Actually, what helped was kind of like, mindfulness, and looking away from just academic stuff. I prioritised exercising and doing things that make me feel good.⁽¹⁸⁾

Back to my I am statements. I think they were I am Austrian-American; I might have said I like science; I can't remember, I think I am a hard worker. I don't think I have undergone a personal identity change. They're still the same. I still grew up in London. I still identify with those.⁽¹⁹⁾ The other thing was how I want to feel every day. Productive. I feel productive most of the time. Not always, but you can't always be productive.⁽²⁰⁾

This survey, hmm. I mean, I can see it, but not majorly. All of the scores are kind of the same as before. I really cannot remember how I answered before. Well, it really depends how you are feeling on that day. I tend to judge myself more harshly I guess, compared to other people. So my 70 might actually be bigger than somebody else's 80. The most positive thing for me is I said I want to be more productive and I do think I have actually improved that. And the rest, energy went down slightly, it was the end of the year so, okay. Attention went up, and I did try to be more mindful. I feel like maybe when you are doing quite well anyway, just small increases are what you need. Honestly, I really enjoyed and genuinely really liked coming to these sessions. I think I am more aware and maybe performing a little better.⁽²¹⁾

First Person Textural Description: Post-Intervention Follow-Up

What do I remember now after all this time? So, it's like the circular flow of income but for yourself, where you have leakages, and injections and the goal is feeling-good, doing-well, and connections. And, you have certain leakages that will prevent you from getting to this point, and it's all like, circular things, and there is like, laziness, bad mindset, um, and, there is something with a clock, that kind of thing. For inputs side you have, oh gosh, you have, connections again, I am really not sure... time, attention, and energy! ⁽²²⁾

Since our sessions ended, one practical thing I do is that I write a to-do list. I have a white board with a to-do list. That helps me with time and energy to see what I can achieve in one day. I don't always tick everything off but that doesn't matter. I always see it in my room, so that helps. And, it just kind of gives me a better overview of what is coming up and stuff. Energy wise, I mean, I probably don't sleep as much as I should, but I do the stuff that I like. I mean, I always go horse riding every week, it doesn't matter, I still go horse riding, and I always bake. So I have like small things and that is a target I maintained; keeping the list and including things for feeling-good and being-connected. ⁽²³⁾

Academically, it's been hard, I mean it's been hard to keep it up, but I managed, like it's been a really big struggle to keep it up but I was able to keep it going anyway; even though it was hard. So, not too much developed but just to keep it going and maintain things at a high level. That is a lot of effort, but things are going well. I subconsciously always think of things that I need to change or do better. Maybe I don't write them down, but I am aware of them. I am always aware of things that aren't going well. For example, I have a university test coming up and I wasn't studying, so now I get up earlier in the mornings and I do extra questions. So I have a set time for it, and a clear purpose. ⁽²⁴⁾

Thinking back to my 'I am' statements after everything this year: (i) I think I am growing; (ii) I am changing; (iii) I am still interested in science; and, (iii) I am excited for the future. The others still make sense, but for me now, it is just remembering that there is a new phase ahead. I am excited, but I am tired. ⁽²⁵⁾

Appendix 4.5 Nicolas

Nicolas has attended the School for six of the past seven years, taking one year abroad to develop his English further. He is proudly German, well turned out and confident. This can be interpreted as arrogance by those who do not know him and masks a deep sensitivity. Relationships are very important to Nicolas, whilst authority troubles him.

First Person Textural Description: Intervention

My four 'I am' statements are; I am German; I am a sportsman; I am a good friend; and, I am open-minded. That is easy. For my report, I really don't want to look at it again. I know what is in it. I am not happy with it, but whatever. The teachers too often just tell you, do this, or do that. They are never looking for actually how you are, or seeing what you do well. I don't see a link but, if I had to say which of my identity statements has affected my academic outcomes the most, it is probably 'I am open-minded'. You know, I don't really enjoy school work, but I find that being open-minded helps me just get on with it. ⁽¹⁾

Everything from my survey results is perfect. Feeling-good is good and flourishing is high. Energy is low, but that is because of my injury. Looking into that more with the time audit, it was interesting to see where your time goes and how your attention and energy affect that. Also, how your time is less valuable if your attention and energy aren't full. My energy was low for most of the morning and attention was up and down (more down) throughout the day. I see it could have been better. The feedback from Jenkins was that the study time is too broad and not specific enough to be completely effective. It is hard enough to be motivated for this anyway, but I think that is a fair comment. ⁽²⁾ Continuing the audit task and adding in the target outcomes like feeling-good, being-connected and doing-well is also interesting. I was aiming at a perfect day for this day and was motivated to see if I could achieve it. In general, I think it was better, but still maybe only 80% effective. Everything kind of dropped off at around 21:30 and I probably should have gone to bed then but I didn't. With my time, attention, and energy I used 11% for feeling-good, 54% for doing-well, 21% for being-connected. I think maybe that is too low for feeling-good. ⁽³⁾

Finally, we had to answer three questions. These were:

1. How do you want to feel every day? Well that is, amazing! Getting things done and trying new things.
2. What are your three most important relationships? These are my girlfriend, my mother and my father. I can do this by just showing more love and trust.
3. What are your achievement goals? These are just to improve academics and keep up with homework. Maybe that is where the resilience part comes in. I don't really know. I am a bit stubborn, so it takes some time. ⁽⁴⁾

The injection I want to focus on is exercise, to help with energy. I have been injured and want to return back into training as soon as possible. Laziness is my worst leakage probably so maybe that one is good to focus on as well. ⁽⁵⁾

My goal now is to make whatever changes to improve. These could be small or big ones. My first task is related to time and doing-well. Jenkins has said I need to structure my homework time into twelve ten-minute chunks per night to ensure that I get things done. This might be a few too many chunks for me actually. The second is with feeling-good. I hate coming to school so Jenkins suggested keeping a smile list; which sounds kind of dumb. Finally, with identity I want to say, 'I am going for 30-plus points'. I have been thinking it is just enough to pass, but I could also do better. ⁽⁶⁾

Unfortunately, I didn't try much on these. Believing to achieve more than 30 points in the IB I did sometimes, but it is difficult when you see your report. I didn't make the ten-minute chunks and I didn't do the smile list. There would be not a lot on the list. ⁽⁷⁾ However, I started a few other goals instead of these. I wanted to work out in the morning, but sadly I was too tired, so I didn't. I was still thinking to achieve higher than 30 points in the IB and started by achieving to really nail my oral task for English and getting a good grade for biology. Let's see how that goes. Smiling more is progressing but not at an optimum level yet, therefore I haven't begun the list. ⁽⁸⁾ Some other aspects we have talked about I also tried. My character strengths, with bravery, love, humour, social intelligence and curiosity make sense, although these aren't used too much at school. We also did altruism which I enjoyed doing with my family, and, active constructive responding. My goal was to try and change a relationship with a teacher. I tried

once to find a good opportunity to practise it on him but he wasn't there. I didn't try again with him, though I used this sometimes in other cases. ⁽⁹⁾ It is hard to imagine flourishing when you are in a system which constantly pulls you down, and especially difficult when it demands all your time. That is not what I can imagine as a best possible future. What I see as a best possible future is being happy, healthy and successful. Maybe studying law, owning my own house, and having a lot of good social connections. Not being dependent upon my parents for financial support, and learning at least another two languages. ⁽¹⁰⁾

We have been talking about the CFMF. It is very interesting to me because it helped me a lot to like, organise my time, like actually see how it relates to economics and so, since it is very interesting to see how accomplishment can help you with friendship and, your time, attention, and energy are the most valuable things we have. The leakages are the most valuable thing to understand, and being able to actually see where I miss out. Where I lose my energy and attention, and time. To identify them and work out how to improve. ⁽¹¹⁾

Active constructive responding to feedback was the biggest help, definitely. It really helped me generally with speaking to people; it is so much easier to have a good conversation with them. What really interested me as well, was the purpose in life, because that made me think again. And another good thing, is how to design the perfect day. That was cool too. And seeing how much time is actually wasted, and how could you improve that. ⁽¹²⁾

Unfortunately, I do not think this is reflected in my academic work, yet. However, especially looking at the leakages; like changing my attitude towards school; helping me more to be positive towards school and especially towards life; and to be more flourishing and happy. These are all helping at least a bit. ⁽¹³⁾ I need that, because my time and attention have gone way down here. I think there is where I can improve. I think actually after the sessions, I realised actually the time and attention it takes putting into stuff. Maybe I also realised just how much work I have in front of me. I am glad I started with energy though. I think without energy you can't put any attention into something or any time in. So, if you are like, weak every day, and don't want to do anything, you can't put any attention towards it, or time. ⁽¹⁴⁾

For my identity statements, my old ones were; I am German; I am a good friend; and two more I cannot remember right now. I guess that means that two of them will stay the same. I am German, especially doing the world cup now. And, I think I am a good friend. Especially due to the active constructive feedback. I have improved some more friendships definitely. And, one of the things would be passionate, because I started to do sports again after my injury, because I thought energy is so important and how to use the time most wisely, with the energy we have, so I started to have a few runs in the past couple of weeks and it really helped me. And, either I am interested, or I am motivated. One of those two, like a mixture. I think I also said I want to feel amazing! I must be having a good day then. I don't feel amazing, but most days I feel thankful or grateful. ⁽¹⁵⁾

First Person Textural Description: Post-Intervention Follow-Up

I remember the flow, the diagram with the leakages and injections and then the performance achievements on the left side, and time, attention, and energy on the right side. That is what I remember. ⁽¹⁶⁾

Still the most powerful thing was, what do you call it, the active conversations. When you are talking to somebody, you ask more questions, if you are interested in what they are talking about, you ask more questions so they are more enthusiastic. Often when I spoke to someone, I tried to use that, and it like, really worked. Since the last sessions I have been very careful in analysing where my time goes. Like driving back and forth from school. I try to stay closer when that is possible and that helped me to concentrate on my study. This is also good for attention as I don't have to worry about what the weather conditions are and when to drive, so I can concentrate more on school. ⁽¹⁷⁾

Some things have improved since the last survey. Especially time and energy, which were the most needed. Overall flourishing is down, this year at school has been difficult, or did I overestimate before? My academic performance definitely didn't increase. They were challenging before and they are still challenging. My motivation for school is lacking. ⁽¹⁸⁾

I think it is pretty correct. I tried things like when I do something that I know is not as productive as it could be. I think about how could I do it more like wisely.

Sometimes, I quit doing that thing and start doing something else instead which is more productive. Maybe like an assignment and I have to hand it in next week. I would rather work on it than watch a movie. But that only comes to my mind when I am already watching the movie. ⁽¹⁹⁾

I remember from last time my first 'I am' statement was, I am German, and it still is. Like at the recent October fest, I was very motivated. And especially at the World Cup when Germany is playing. That likes makes me happy. Another thing is I think I am a good friend. Every time somebody needs me, I am there for them. I love to spend time with them, having a good time. My other two 'I am' statements, honestly, probably stressed and confused. I don't know, something like that. Tired. They probably shouldn't be there or I will get more stressed and more confused. I have to work on it. ⁽²⁰⁾

Appendix 4.6 Olga

Olga has attended the school for the past four years and is a fulltime boarding student; living away from her family. She is Russian and has developed her English significantly in the past years to a good level. She is happy and confident. However, she is also quiet; not typically the type of person to initiate conversation or disclose more than is required.

First Person Textural Description: Intervention

What are my four 'I am' statements? What is an 'I am' statement? I am just me. I don't know. What am I supposed to say to this? I am, whatever? I don't know. I am... Okay, I like sports. Does that count? Um, I like arts? I don't know. I come from Russia; I am Russian. And, I come from this school. That is four. I don't get this. ⁽¹⁾ Anyway, my report, it is okay. It could be better, but it is a lot, you know. If I am thinking about which of these statements had the most impact on my report, I guess it is 'I am sporty'. Because of this, I want to do sports and I don't always have the time, but I have to, or I won't feel good. This probably impacted my report, but maybe negatively. ⁽¹⁾

After we did the survey it looks like my results are low. Especially, energy and feeling-good. I don't know why. Maybe this will help me work on some things. To do this we started looking at the 'time audit' as well as my attention and energy on one day. This helped me see some things that are not working completely. I don't think I had enough sleep and therefore I was pretty tired in the morning. I guess it is not too good if for most of my lessons my energy and attention wasn't up. If this is like that, then I probably have to do more during homework just to keep up. Another thing, is I didn't do any physical activity on this day, which is not good for me. ⁽³⁾ When we tried again, I was aiming at the perfect day, but I don't know, maybe that is unrealistic. I definitely slept much better, and longer, and this way I managed to be better in my classes for attention and energy. I used a lot of my time, attention, and energy for feeling-good (50%), and a lot for doing-well (40%), but really nothing for being-connected (10%); but this will change on the weekend. ⁽⁴⁾

The next lesson we had to answer some questions. The way we want to feel, our relationships and about goals. How I want feel every day, is happy. Luckily, that is how I feel most days. The relationships that I want to have really good are my Dad and my Sister. These are important to me. Then, probably myself. How I feel about myself is a relationship. My achievement goals are to keep working on my artwork and my extended essay. ⁽⁵⁾ Resilience is a part of this model I think I am good at. It will probably help me with my artworks. It means to bounce back from some problems or to keep going when things are hard. Like, one example of when I was resilient was four years ago when I was a dancer. I had not a good relationship with my coach, but I kept going and was able to learn and develop well anyway. I have used this in other cases as well and think it works to know what you can get over or past. ⁽⁶⁾ To achieve those goals, the best injection would be learning. This helps you do everything better. Learning as much as you can and from your mistakes. The leakage which I should focus on is negative thinking. This can stop you from trying as much as possible and affects how you feel about things. ⁽⁷⁾

Using the model to increase your performance, you have to spend your time, energy, and attention on the right things so you get the good result. There are

injections which help you to do that, and also leakages which take away your time, energy and attention. Through that process you also get connections, wellbeing and doing-well. To be honest, I think this is really helpful. ⁽⁸⁾

Our task now is to make it work for ourselves by trying new things and changing some stuff. Jenkins asked us to make a new 'I am' statement that would be helpful for that and we agreed to try, 'I am ambitious and committed'. For energy, I will focus on scheduling my exercise into my day in the morning so I can study in the evenings; this will also be for doing-well so I can be more productive during study time. For feeling-good, I will keep a gratitude diary and write in it what I feel good about. ⁽⁹⁾

I have been trying to be/feel inspired and I think it works for me. Working out in the morning makes me feel more energised throughout the day and so I am happy about my goals for now. For 'ambitious' this is something that doesn't feel quite normal yet. Often, I just want to get my stuff out of the way so I can relax or be with fiends. Jenkins asked me to set some goals that stretch me, or to try and get a high mark in one subject. I guess I can do that for art. He keeps asking like, "what is the next level of performance?" I don't know. Like, we also talked about "successful people make habits of the things that others do not like to do", but I don't agree with that, because you should be successful by doing what you are passionate about. ⁽¹⁰⁾

After some time, I haven't hit all my targets for morning workouts. However, I did try and concentrate more on my academics and I guess that was quite productive. I was always on task and I am on track with all of my subjects. The only thing that was maybe not effective was it was quite hard to be balanced (like exercise, study, getting enough sleep etc), otherwise it worked out great for me. Some other things I am trying as well, like active constructive responding. I tried this with my Houseparent for the past few days. I haven't seen her that much but on Wednesday we had a little chat after school. I think I could do it better, but it is already something. I am also trying to use my character strengths (appreciation of beauty, hope, creativity, self-regulation and social intelligence) more. ⁽¹¹⁾

Our final activity was to think about the best possible thing for ten years from now. The best me at 27 years old. I will be married, with a family, one child. I will have graduated from university and I will be independent. I will be owning and working on some business projects and I will be continuing to educate myself. I will be active (physically), own my own apartment, and I will find my place in the world where I prefer to live. I will travel around the world on my holidays and I will have plans and purpose. ⁽¹²⁾

I think I have improved now. For example, some time ago we did a 'best possible selves' activity where we had to think about how we are when we are our very best. I think it kind of motivates you to do stuff, just because maybe like, you don't think about what is going to happen next sometimes, and when you realise that you can actually be better yourself than you are, then that kind of motivates you to be as good as you can be. The active constructive responding on the other hand, I don't know if you can be that active constructive responding to everyone. And, I'm not sure if I can do that. ⁽¹³⁾

Time, energy, and attention were the most powerful concepts for me, because sometimes you just find yourself running out. I just maybe sit on my phone and play some videos or useless games. I can allow myself to do it for like 10 minutes a day. I think we all have to procrastinate for a bit. Then I just have to put it away, because then I can sit there for like two hours, and then I complain that I have no time to do homework, I have no time to work out, and stuff like this. ⁽¹⁴⁾

Before I was kind of like, just to go through the day and get to another day, you know, just like, waiting till the school finishes so I can go back to the boarding house and do my stuff. But now, I mean I also want to go home, but now I can spend this time with purpose. Increasing my performance and just not wasting my time. Because I remember like, sometimes I was just sitting a lesson, just not doing anything. But now I just think, if I don't do anything, I will still have to do it later. Now I can do it in school but otherwise I would have to do it at home. Which I do not want to do. So I would rather do it in class. My academic performance has improved in this time. ⁽¹⁵⁾

Reflecting on my survey, everything went up. I think you can tell. However, looking back at the first time, I had not the best time at this point to be honest. It could be that something not so good happens, it affects a lot of other factors, as well as school, your relationship with others, and how you spend your time, attention, and energy. Sometimes you think of one thing and you just can't concentrate on other things. I just like remember that it was awful, like you can't do anything about it. But you can't just throw it away either. Somehow you have to get rid of it, you just don't know how. ⁽¹⁶⁾

Going back to the identity statements, it is still hard! I am dedicated. I am ready to work hard for the goals I want to achieve. I don't like arts anymore. And, I would say that I am still from this school still. It shapes me somehow. I feel happy. ⁽¹⁷⁾

First Person Textural Description: Post-Intervention Follow-Up

This time has gone so fast! Well, basically, the model we learned shows that the outcome you get depends on the input you give, and the more you give the better you get. Also, you need to understand where to put your attention, energy, and time, and, distinguish what is important and what is not, so you don't waste your resources. This affects how well you do, your relationships and your feelings. ⁽¹⁸⁾

I learned that I can find time for my school work, as well as friends and family. I don't feel like I don't have enough time. Well maybe sometimes, but normally I have enough time to do the work I have to do as well as just hang around and meet friends. Whereas some time ago I was feeling stressed just by not doing anything. There is a meme that says students more complain about their stuff than actually getting them done. And it is kind of true, because the more you are not getting done, the worse you feel, or the more stressed you feel. If you get stuff done it doesn't feel stressful. This also affects your positive emotion. I get better feedback from my teachers and also from my family and friends. Mainly it's feedback and how people react and that. I remember, we had the Grade 11 exams a while ago, and I just felt at that time like, it is so much and how am I going to do all of this now, but I don't worry like this anymore. I can even watch some movies or whatever, some stuff on the internet, or I can go somewhere on

the weekend because I schedule the work first and make sure everything is done. I get everything done so I have time to have fun and stuff like this too. ⁽¹⁹⁾ This is important, to plan stuff, I know what I have to do in this period of time, and I write it down so it is easier to understand. I will write very specifically for example, exactly what has to be fully done. This has really helped my academics, in some subjects more than others. ⁽²⁰⁾ This is probably because I prioritise my higher-level subjects. So, if I have a choice of which one to do, like math or economics, I will probably choose economics because it is my higher level. Math is just easier for me, and I don't have to spend as much time on it. I have to do this because I spend most of my energy on work, then only some on exercise and other stuff. ⁽²¹⁾

Oh no, the 'I am' statements again. I am part of this School. I want to study something related to sport science. I want to be part of changing the world to the better, kind of effect it in some way with what I can do. And, I am waiting to graduate. Thank you. ⁽²²⁾

Appendix 5: Intervention Resources

Appendix 5.1 Interview Questions 1

1. How do you understand the CFMF? Did you use some aspects of this more than others - which? Did you find it a useful tool?
2. Which of the micro-lessons helped?
 - Purpose of life
 - High performance = simple not easy (sacrifice)
 - Charging time as a billable unit
 - Time / attention and energy audits (personal feedback)
 - Design the perfect day
 - How do you want to feel?
 - Relationship goals for most important
 - Resilience examples
 - Injections - personal target
 - Leakages - personal target
 - I am "identity" tweaks
 - Personal project with reflection and refinement
 - Active Constructive responding
 - Altruism
 - Character strengths / and strength spotting
 - Links between ACR/A/CS
 - Best possible self activity
3. How do you think your academic performance has developed over the last six months?
4. General experience of the coaching initiative?
5. What are your 4 I am statements?
6. How do you feel most days?

Appendix 5.2 Interview Questions 2

2. How do you understand the CFMF? Did you use some aspects of this more than others - which? Did you find it a useful tool?
3. What are you doing in your life to push yourself toward having the “perfect cocktail” of feeling-good, doing-well, being-connected - and increasing time, attention, and energy?
4. How do you think your academic performance has developed over the last six months since we stopped our regular sessions? Why?
5. Do you ever use these types of frames of reference in your personal reflections?
6. What are your four ‘I am’ statements?
7. How do you feel most days?

Appendix 5.3 Time Audit 1

Instructions:

Complete the task by filling in the activity you were engaged in, the people you were with and the amount of energy and attention you were bringing to the task (as a percentage).

Time	Task	People	Energy	Attention
600				
630				
700				
730				
800				
830				
900				
930				
1000				
1030				
1100				
1130				
1200				
1230				
1300				
1330				
1400				
1430				
1500				
1530				
1600				
1630				
1700				

Time	Task	People	Energy	Attention
1730				
1800				
1830				
1900				
1930				
2000				
2030				
2100				
2130				
2200				
2230				
2300				
2330				
2400				

Appendix 5.4 Time Audit 2

Instructions:

Complete the task by filling in the activity you were engaged in, the amount of energy and attention you were bringing to the task (as a percentage) and finally, mark the boxes for feeling-good, being-connected and doing-well when you can identify a flow from the task to one of the areas of flourishing.

Time	Task	Energy	Attention	FG	BC	DW
700						
730						
800						
830						
900						
930						
1000						
1030						
1100						
1130						
1200						
1230						
1300						
1330						
1400						
1430						
1500						
1530						
1600						
1630						
1700						
1730						

Time	Task	Energy	Attention	FG	BC	DW
1800						
1830						
1900						
1930						
2000						
2030						
2100						
2130						
2200						
2230						
2300						

Appendix 6: Transcripts

Emily Interview 1

(Interviewer) Interview between Jenkins and E after 6 months of the circular flow sessions. So, the first question I ask everybody is if you could just describe for me how you understand the circular flow model, you are allowed to use the prompts that are on the back of the board there, but just, how do you make sense of that?

(E) Well in the circular flow you have leakages and injections and it is basically showing how you can maximise flourishing based on maximising your injections and recognising where things are leaking out; such as bad relationships, negative energy and those sorts of things. So then you can increase what makes you feel good and increase your flow.

(Interviewer) Has any particular aspects of elements of the model you find more useful of you identify more with than others?

(E) Umm... like just this directly?

(Interviewer) Yeah.

(E) I mean it is always good to see what makes you feel good, but probably if you take away the leakages it is even more beneficial for me at least. I think really recognising, actually recognising what is not working, even though you might not have thought about it before and kind of eliminating that. Yeah.

(Interviewer) And, um, throughout the last six months (ish) we did a series of what I call micro lessons, these aren't long lessons, they are just introduction to a concept or planting a seed that allows that to maybe resonate in the future. I am just going to list the things that we did, then we can talk about the things

that work and didn't - [LIST] Which of the micro-lessons did you find most effective and which less?

(E) I really liked the ones at the beginning with billing your time. Because it really changed my view of how valuable my time is and how little we actually have. So yeah that one.

(Interviewer) Which did you find less useful?

(E) I can't remember which we did, perhaps the character strengths one, like linking that, I felt like there could have been something there but we didn't really go into it much. Yeah.

(Interviewer) Was there any of the conversations that we had or the lessons that we did that were more 'sticky', that stuck in your mind or recurred to you over the weeks?

(E) Uh hmm, there were definitely a few, I can't remember right now but, ahh, once again, definitely the billing, I kept thinking about that. Um, then the perfect day. When you told us that we should try to have the perfect day, I was like okay, this day needs to be good and that one really stuck.

(Interviewer) And, how do you think your academic or personal performance, we can separate into two, on the doing-well side of flourishing, how does that performance and your personal wellbeing side of performance tracked over the last six months?

(E) Um, I think academic has probably stayed the same. Personally, I would like to think that I got better, I tried to focus on some of the goals that you gave me and gave it more attention. So I think at least I focussed more on it, I don't know if it got better, because...

(Interviewer) Which parts of the personal performance do you think got better?

(E) Umm, just kind of like, mindfulness, and looking away from just academic stuff, like um exercising and doing things that make me feel good.

(Interviewer) Yeah. And that was really one of the keys I was always thinking about with yours because, though it is not the full story, your academics was almost all 7s and all As already, but I am sure there was more room for growth the teachers weren't telling you, but I wanted to focus on was making that sustainable. So that is sustainable I want you to focus on feeling-good and relationships. To bring that up and make that academic performance sustainable over 5, 10, 15 years something sustainable rather than something you can do for a little bit of time.

(Interviewer) Umm, in general, I am talking about the experience of having six people, and two times 15 minutes, just to comment on whether you felt that was effective environment for coaching.

(E) Yeah. definitely, I really liked that there were other people in it because they had different views that I wouldn't have thought of, that I didn't think people would have such different views so that was really interesting. And, kind of just this very friendly, these friendly discussions that we would have, and that it was short was nice.

(Interviewer) That was something that I was really conscious of, that if I was trying to help improve the allocation of time, attention, and energy, I didn't want to take too much of it. And I agree, the group was really cool because there was a lot of diverse characters in it.

(Interviewer) Um, can you remember at the beginning when we did the four "i am statements?"

(E) Yeah.

(Interviewer) Can you remember what yours were?

(E) Ooh, I think I said, I am Austrian American, um, I might have said I like science, did I say that, I can't remember, I think I am a hard worker.

(Interviewer) [looking through notes] I grew up in London, I like science, I like horse riding, I am hard working. That is not as important as the question I want to ask you now. Which is, what would they be now? Your four I am statements. It can be the same, or have they morphed in any way?

(E) Mmm, I don't think I have undergone a personal identity change. They're still the same. I still grew up in London, I still identify with those.

(Interviewer) And, can you remember the other question I asked, which was, how do you want to feel every day?

(E) Uh hmm.

(Interviewer) Can you remember how you answered?

(E) I feel like it was something with P, like that I achieved something...

(Interviewer) Productive!

(E) Yeah.

(Interviewer) And, how do you feel most days?

(E) I think productive most of the time. Not always, but, you can't always be productive. Yeah.

(Interviewer) And, the final one is I wanted to take a look at your score from the last test. Green went up, pink went down, but a lot of it I would say is pretty insignificant for yours, like time went up a little bit, attention up a little bit, energy down a little bit, but all pretty insignificant changes, so, doing-well went up, being-connected went down a little bit, is that something that is surprising?

(E) mmm. I mean I can see it but not majorly.

(Interviewer) Just little bits, and the same for feeling-good. So I would say you have pretty much stayed roughly the same. Anything surprising, or anything that you changed? What is your reflection on that?

(E) Well, I really couldn't remember how I answered before and the survey, well it really depends how you are feeling on that day. I tend to judge myself more harshly I guess, compared to other people. So my 70 might actually be bigger than somebody else's 80.

(Interviewer) Oh, absolutely, especially if you have less leakages. But as a personal thing, you feel roughly like the same as before?

(E) I think I have like, I said I want to be more productive and I do think I have actually improved that. And the rest, energy went down slightly, it was the end of the year so...

(Interviewer) Maybe that is right, if you look at these three that did go up here, relationship with time went up, because obviously you didn't invent more time, you just have a different relationship with it, attention went up and doing-well went up, and the others had negligible changes. So maybe that is an overall small benefit and, when you get to ah, very high performance anyway, it is diminishing returns you are receiving on small changes. So perhaps we could explain it in that way.

(E) Yeah

(Interviewer) Is there anything else I didn't ask you would like to comment on?

(E) It was very well organised. Honestly, I really enjoyed and genuinely really liked coming.

(Interviewer) Thank you.

Emily Interview 2

(Interviewer) So, interview between E and Jenkins on Friday 30th, 13:45. So um, it has been 5 months since we stopped having regular sessions, that has gone super-fast, it is not a test but I was just wondering what you can still recall about the model, if you could explain it to somebody or explain it to me what are the elements of it, how does it operate.

(E) Okay, so, it's like the circular flow of income but for yourself, where you have leakages, and injections and the goal is feeling-good, doing-well, and connections, is that it? And you have certain leakages that will prevent you from getting to this point, and it's all like, circular things, and there is like, laziness, bad mindset, um, and, there is something with a clock, that kind of thing.

(Interviewer) Good. And, on the inputs side?

(E) The inputs side you have, oh gosh, you have, connections again, I am really not sure...

(Interviewer) Back to the clock...

(E) Time, attention, and energy.

(Interviewer). That's right. Good. Um, so what are you doing? I wrote in my e-mail about having this perfect cocktail of DW, FG and BC, so using your TAE for that. What are you doing actively or have you been doing recently to promote those particular aspects?

(E) Um, I write a to-do list now,

(Interviewer) Yeah.

(E) Yeah, I have a white board with a to-do list. That helps me with time and energy to see what I can achieve in one day. Um, I don't always tick everything off but that doesn't matter.

(Interviewer) Mmm, there is some research to say that that actually affected your attention as well.

(E) Really?

(Interviewer) Yeah. Because, if they are in your head they are in your head, and if you put them down there you can forget about it and carry on, and so...

(E) Yeah. I mean I always see it in my room, so that helps. And it just kind of gives me a better overview of what is coming up and stuff. Energy wise, I mean, I probably don't sleep as much as I should, but like I do, stuff that I like. I mean I always go horse riding every week, it doesn't matter, I still go horse riding, and I always bake. So I have like small things.

(Interviewer) You prioritise the good stuff.

(E) Yeah.

(Interviewer) Excellent. Um, how do you think your academic performance has developed over the last six months, since we

(E) Um, it's been hard, I mean it's been hard to keep it up, but I managed, like it's been a really big struggle to keep it up but I was able to keep it going anyway even though it was hard, so, not too much developed but just to keep it going.

(Interviewer) Yeah, to maintain it, because it was already at a high level.

(E) That is a lot of effort. [laughter]

(Interviewer) Yes. It's a super amount of effort to maintain that level.

(E) It went well.

(Interviewer) Well done. Um, and do you, in your, ahh, personal reflections do you ever use the frame of reference of how you could maximise the TAE? Do you use the model or refer to it even subconsciously do you think? In reflecting on or choosing your courses of action or allocating your TAE?

(E) IN terms of how I allocate my TAE?

(Interviewer) How you allocate it, or when you reflect back and say, okay I could improve this bit, or maybe this bit is already optimal or...

(E) Yeah, well I subconsciously always think, of things that I need to change or do better. Maybe I don't write them down but I am aware of them. I am always aware of things that aren't going well.

(Interviewer) Can you give me an example where you had an idea one wasn't going well and then you made a change?

(E) Um, yeah, I mean, I have a university test coming up and I wasn't studying, so now I get up in the mornings and I do like, questions. So I have like a set time for it, when I do it which helps.

(Interviewer) Nice, and the last question, and I have asked you this question twice already, um, it doesn't matter it doesn't have to be the same, I am just interested in what your four I am statements are today.

(E) Okay, do I have to remember what said last time?

(Interviewer) No they can be different because identity is fluid.

(E) Um, I think I am growing, I am changing, and also, I am still interested in science [laughter]

(Interviewer) One more?

(E) One more, um, I am excited for the future.

(Interviewer) That is really good, so they have changed from, can you remember the earlier ones?

(E) I am Austrian/American,

(Interviewer) I cannot remember exactly, but those really reflect your stage of life don't they, when you know, growing and changing and moving into adulthood, and outside of school and into university. How do you find those two, the growing and changing the new ones, and a bit uncertain ones, how do you find they affect your behaviour?

(E) Just remembering that there is a new phase ahead, and it's kind of a goal at this point, to get into that new phase, because of our stage in the IB, um, so just kind of hope and as I said excitement.

(Interviewer) And how do you feel most days?

(E) I mean I am excited but I am tired. [laughter]

(Interviewer) Good. Thank you very much!

Harold Interview 1

(Interviewer) Interview between Jenkins and H at the conclusion of 6 months. So, what we start by is just to ask you what your understanding of the circular flow model is, you are welcome to refer to the model up there and just sort of unpack it, how you understand it.

(H) Well I understand it is not how anybody 'should be' but it is basically what you could consider a healthy person could be. Like there are obviously linkages and this model adapts to take care of them, identify them and see how to work on them. And then there is the injections, this model also helps us identify them, take care of them and see how we could improve ourselves. And, there is basic categories of doing-well, feeling-good, and being-connected and all that. And all

that, it helps you identify what you are good in and maybe what you need to improve in, and it gives you almost this plan of what you could, not what you necessarily should, but what you could do to make yourself feel better. That's basically what I understand from it.

(Interview) And, what is... you made the distinction between could and should, how do you understand that?

(H) Well, what I understand about that is, it's a model and all, and it applies to everyone really, but just because something might be wrong in your life, that doesn't mean that you have to fix it at that moment, you might have other things that you need to do and that is why I said could. It is not necessarily something that needs to be taken care of, often some of the leakages are something that don't need to be taken care of, simply because you enjoy it and sometimes you need some of them. So that is always a could for me rather than a have to.

(Interviewer) Yeah. Because at the end of the day they are your choices and you determine the life you want.

(H) Exactly.

(Interviewer) Good. And were there particular aspects of the model which you found you identified well with and other bits and parts of it you thought doesn't make as much sense for you?

(H) Ahhh, no I thought everything made sense actually. I thought it was really broken down into those categories as well, the leakages and injections make a lot of sense and I feel they are quite significant. And, I can obviously relate to some of the leakages as much as I can relate to some of the injections. So I thought it was a great model.

(Interviewer) Perfect so what we went through is a series of micro-lessons, so I was aware, actually, I will go through some of the lessons and I will ask you which ones resonated more, which ones less, which ones were sticky in terms of stayed in your mind longer [LIST] Which did you find was most beneficial?

(H) Beneficial? I think it was actually the active constructive responding. That is probably the one that stuck with me most. I don't know just for some reason it just stuck with me the most. And... I don't know, it just feels like that is one which you can basically do most of the day. There are others, being your best possible self, which you can't just do with the snap of a finger. But active constructive responding for example, you can literally do any time you walk past someone you can almost try it out. I actually have the thought in the back of my mind sometimes while doing it and eventually it just disappears and becomes natural at that point.

(Interviewer) Nice. Any of the micro-lessons you felt less helpful?

(H) Not really actually, I enjoyed almost all of them I would say. All of them really, because like, not all of them stuck with me, like I wouldn't be able to recite all of them, but I would say that I enjoyed all of them and found all of them helpful in some way.

(Interviewer) So thinking about your academic performance and your personal performance, I guess you could call it a performance... you know... over the last six months, how would you describe those trajectories?

(H) Funnily enough, academically, you can just look at my reports and it has improved. A lot somehow.

(Interviewer) Yeah.

(H) God knows if that is from... I feel like these lessons might have had an effect on it. I seem to be in a good mood more often. [Laughter] Maybe these lessons do have a subconscious effect on me. But I do feel like I am in a good mood more often. Academic performance has increased, personal performance is steady but going up. Steady growth really.

(Interviewer) Absolutely. That also matches my reflections, I couldn't attribute it to this or whatever, but I agree there has been a huge increase in many areas.

Your report went; bronze; bronze; bronze; silver. already. That's cool. We will talk about this survey a little bit in a second.

(Interviewer) In terms of the coaching environment and the structure if you like, so just two times of fifteen minutes per week, and having the six people, like, there was a lot of group conversation, how did you feel that was beneficial or less beneficial?

(H) I thought it was really beneficial, with the six people, let's start with that, because, you'd, even if you would usually agree on what we were saying, there would also be some that just adds a comment that either gives a new perspective, or just adds to what we already have. And we would all go like, yeah, wow, actually yeah. Especially James, he would always just offer some philosophical comment on it and we would all be like, that's beautiful.

(H) And, the 15 minute lessons, you know, I guess I could have been a little longer than 15 minutes because often it went over the 15 minutes because we were lost in conversation, but I think they were quite effective and they didn't make you feel like you were wasting any time, for one. It didn't make you feel like it is taking time out of your schedule either. I liked that.

(Interviewer) That was something I was quite conscious of because if I was trying to help you optimise your investments in time, attention, and energy, I didn't want to take too much of it. So that was hopefully a good balance.

(H) Yeah

(Interviewer) Umm, we did an activity like right at the beginning, where we did the four 'I am' statements.

(H) Yeah, I remember that.

(Interviewer) Can you remember yours?

(H) I am H, I am a rebel was one of them if I remember correctly, I am... what were the other two? I can't even remember, god.

(Interviewer) That is not as important as the question which is the follow up question, which is, how are they now, what would your four "I am" statements be today?

(H) I am still H, I still am. I am good, I am feeling good, I am feeling good. I am looking forward to new things, and I am satisfied.

(Interviewer) Good. Yours were, I am a teenager, I am a rebel/punk, I am part of my school, I am not into reading.

(H) [Pause] Well... most of those still apply.

[Laughter]

(Interviewer) But those weren't in the top four you thought of just now? And as we said from the beginning, identity drives behaviour, behaviour drives performance and it is interesting to see some of those. Looking forward to new things, that is a motivation one, what were some of the things you just said then?

(H) I am looking forward to new things, I am feeling good, I am feeling satisfied and I am H.

(Interviewer) That's cool. So, I also asked another question, I asked how do you want to feel every day? Can you remember how you responded to that?

(H) I am pretty sure I just said happy maybe. I doubt I said happy actually, I can't remember what I said.

(Interviewer) You said, worthy.

(H) Worthy. I can't recall my train of thought right now. I kind of see it.

(Interviewer) My question is how do you feel most days?

(H) I can't find a word, but it's kinda, it's more of a very, very very subtle relaxed excited.

(Interviewer) Like an understated excitement.

(H) Yes. It is excited but it doesn't always have to be happy, sometimes excited but in the most subtle way possible. Which is not a bad thing.

(Interviewer) Sounds like a good thing. [laughter] Very good. Do you want to take a quick look at your results here; which I thought were cool. So, yours is one that didn't change significantly, which I think is also indicative of some of the things you picked up, you said, I am more aware now, but I am not necessarily choosing to change something, and you also talked about satisfaction. But there are things I can pull out of this, well I am interested to know what you think... Doing-well went up 10% Does that feel right.

(H) It feels right.

(Interviewer) Any other comments you would like to make before we turn off the mic?

(H) I think the attention one went down because I have been facing more distractions, to be fair, I created those distractions myself [laughter]. I have been facing my own distractions. I think that is why it went down. Energy no, surprisingly enough breakfast is just as hard as ever, I mean waking up for breakfast will always be harsh no matter what. But then going to school, still harsh, but then after about half an hour, it feels good. I'm energetic after about half an hour.

(Interviewer) You feel like that has gone up?

(H) Yup. Surprisingly, I don't know how.

(Interviewer) Have you made any changes to your routines that you would attribute to the data here or anything we have discussed?

(H) I wouldn't say I have sat down and said, you know what, I need to change this and that. But it is just little things that I do during the day that, you know, the doing-well part, just little things in class, you know I'll participate more for example. Not even because I told myself, but because it's in the back of my mind. I'll just pay more attention, do the stuff I need to do and, it's going to help a little obviously. And the rest, being-connected. Still the same as ever really. Feeling-good, I don't know why it decreased, I feel like it should have increased.

(Interviewer) I think it is negligible the difference there.

(H) And then time, I mean I have enough time to do most of the things I want, but it is not that, it is that most days I have enough time to do the things I want. Then there are some days...

(Interviewer) When you create your own distractions...

[Laughter]

(H) Pretty much

(Interviewer) And what is the trajectory, what does the next six months hold?

(H) The next 6 months. Well first it's the holidays. I think I am either going to be really really bored, or I am going to love it!

(Interviewer) Thank you very much.

Harold Interview 2

(Interviewer) Interview between Jenkins and H, 13h56, 30th Nov. So, five months have elapsed since we stopped our regular sessions and I was just wondering if you could describe for me what you recall about the main features of the model, and how it works?

(H) TAE, what you put that into, then there is achievement connection and I cannot remember the last one, I'll be honest. There is all that, and then there is obviously the injections and leakages that you get, leakages being stuff, like, being lazy basically, injections just, injections I guess, that is pretty much what I remember from it. That's the flourishing model.

(Interviewer) Okay good, and um, what have you been doing in the last 5 months, consciously or unconsciously, that has been trying to contribute to those things? So doing something different to feel better or, to make more progress, or to be more connected, or to have more TAE?

(H) Well I think nothing changed from Grade 11 until the summer holiday, then something changed, just as soon as, Grade 12 hit basically, and it's that, I haven't had more leakages or anything, but I felt my general motivation go down I think, because it's just a lot and, you know it's not really, sometimes you are not really conformable with all of it. But I've tried actually just various injections or so, for example, I really, it's not that I don't have the time, but sometimes I don't, sometimes I don't have the time, sometimes I don't have the energy to go exercise for example. I can't remember the last time I exercised, I think it was in the, in the break actually. The two-week break. That is a long time. Ah but for example, I mean last week, I was extremely bummed out because I really wanted to exercise and play squash on Wednesday, I couldn't because I had to do my Physics IA experiment, so I was kind of bummed out about that, so sometimes, even when you want to have injections like that, it is hardly possible at this time. Which kinda sucks, but you know, I can go play squash next week.

(Interviewer) Okay, that's good. So because you have so many other time commitments, you feel like a lot of what your discretionary time would be set on, you don't get to do.

(H) Yeah. That's the thing, it's weird, because it's not that I'm spending more time with leakages, I'm not spending more time with injections either, it just feels like the hours in the day have decreased.

(Interviewer) Yeah. Why do you think it feels like that?

(H) I have no clue. Well I mean, I can assume it is because of all the, not pressure, just because of all the work that you have to do actually. Because even just thinking about the fact that it's a lot you know, kinda just brings you down in a way.

(Interviewer) That is an attention issue isn't it.

(H) I suppose, yeah.

(Interviewer) Because we talked at some point about intensity and detachment, so when you are in the work to do it 100% and then when you are not in the work to forget about it. To be in 0%. If you know that the end is coming soon and it is constantly with you all the time, then that is what makes it feel heavy.

(H) I can't, I don't think, I don't remember the last time I didn't think about it basically.

(Interviewer) That's tough. Um and, how did, or how do you think your academic performance has gone in the last 5 months? And why?

(H) I mean it's gone down.

(Interviewer) Had it?

(H) Yeah for sure. It's because its Grade 12, it's just harder and, like last year for example you would have exams, and you would do those and that would be it basically, but this year you will have exams, and IAs and HW and other stuff, and so it's all just kind of piling up. You have to like juggle all these things at

once. And so obviously it hasn't just gone down because I just have more stuff to do, it's also as I said before, because my motivation has just gone down. And, the energy that is required for me to actually just sit down and do the work is much much more than last year for some reason. And so that's why I think my academic have gone down definitely.

(Interviewer) So you said you were thinking about or, it occurs to you to work on or focus on a bit of your energy, change your routine up but you haven't had the time to do it... do you often sort of select on your day, of where your time and energy is directed in those frames?

(H) Yeah, and I think I have fallen into massive routine at this point. It's, I think there are two opportunities for my routine, in a day, it's like, I don't even find the, I don't even take naps anymore, I don't know why, not coz I don't find the time, I just don't I guess. But I just usually go to school obviously, after school is not really any activities, but I'll tend, I'll tend to do IA work after school mostly, doesn't matter if it is collecting data, or researching or actually doing the IA. And then in study-hall, I tend to have something to do, either I have to go to directed study, or last night for example I had the science project thing with Mr Hill for example. So in directed study I usually read or do TOK actually. So that is usually what it is and then after directed study I just, I take the time to just go eat down stairs and socialise I suppose for a few hours. Then I'll just go to my room, lay in bed, do something, on my phone or laptop for like 30 minutes and then...

(Interviewer) Then repeat.

(H) Yeah.

(Interviewer) And where does the being-connected and feeling-good side of it come in?

(H) Well BC is mostly after study hall, well during school I get to be connected, and lunch break obviously, during classes as well. So luckily there is that. Otherwise I would probably be depressed as hell. But, during school is quite nice

and then, and after study hall its usually, coz it's not just like, study hall ends at 9, my bedtime is 11, it doesn't really matter though, so I'll probably spend around 3 hours after study hall, like all the lads though.

(Interviewer) Nice, and, what about your, I have asked you twice already, but for the third time, your four I am statements? Your four I am statements, they don't have to be the same as you told me before, what are your four I am statements today?

(H) Yeah, I know, I know. I was actually about to ask you, wait, what were my last ones but, that would probably...

(Interviewer) Prime you...

(H) [laughter] Yeah, so four I am statements, Um, I am, somewhat exhausted, I am somewhat satisfied, I am somewhat frustrated, and I am, I'm excited. Mostly for things to come I suppose. I'm just excited.

(Interviewer) Exhausted, frustrated.

(H) Somewhat exhausted, somewhat frustrated, Somewhat satisfied, and somewhat excited or just excited?

(Interviewer) Just excited.

(H) Not somewhat excited, I am. I am excited for things to come.

(Interviewer) How do you feel like, like I think I said to you the other day, identity drives behaviour, behaviour drives performance, how do those drive your behaviour?

(H) Phff, identity drives behaviour... well, in that aspect I don't think too much has changed actually. Actually, I can't say I am the same person I was last year, because I don't think I am. But I think that recently, these last two years, I think my personality has swung around from different identity to different identity, it's

weird, for example, I think if you placed the H five months ago next to the H now, even though not that much has changed in his life, frankly, you could almost say nothing significant has changed in his life, there is, I would consider myself very different. And, I think I have stopped lying to myself as well. Because like okay, last year, I, you know when teachers would be like, you know, "why are you not working?" [laughter], and then and then last year, last year I'd make excuses and be okay with it, but this year I just, I'm okay with it, but I'm okay with it in a way that I don't have to excuse it to myself. And I think that actually that might be worse [laughter]. I consider it better because, I feel much more satisfied this way, because like okay, I, it is weird to say, okay my work habit, my work ethic is still not absolute quality obviously, but then last year, I wouldn't worry about it in any way because well, it's because of this reason, it's because of that reason, and such and such. And this year it's more of a like, well you know,

(Interviewer) You have started to own it.

(H) Yeah, I have started to own it for one and to actually think about it. Because last year I just discarded it, it was a problem that didn't matter to me. This year it is problem that, you know, I might have not done too much to change it at this point, but it's something that I think about, that I enjoy thinking about actually. Something that very much interests me I suppose.

(Interviewer) It is a life project isn't it, how to get the best out of one's self.

(H) Yeah.

(Interviewer) I don't think there is anyone who shouldn't be thinking about that! [laughter]

(H) Yeah, I finally started thinking about that! And, thinking about the problem and such and so you know. I mean there hasn't been too much of a difference but...

(Interviewer) You know what your first ones are? Punk Rebel Teenager
[laughter] I think that's what you told me the first time.

(H) I think I'm still a massive punk to be fair. I am still indeed a teenager. I don't know about rebel... I haven't...

(Interviewer) You are exhausted!

(H) I haven't fallen into any conformities, but I have realised they are a lot easier. [laughter] They are there for a reason. Conformity and normality are there for a reason, although they might destroy one's sense of individuality, they are there and they are sometimes the easiest and most comfortable way. So as long as you, I think as long as you are aware, of that there is no problem with being a little average.

(Interviewer) Okay - thank you very much!

James Interview 1

(Interviewer) This interview is between Jenkins & J. So, the first question is whether you can describe for me the Circular Flow Model of Flourishing. You can refer to the diagram that is on the wall and just how you conceptualise it.

(J) I think I have always been subconsciously aware of using it. I have never been able to materialise the different steps of the circular model but I think I absolutely approve of it and I think that if you take an actual look at the model you might discover a new way which you did not yet utilise, for example you might always just rely on strength and success, and then success again, giving you the strength for more things, but things like rest and mindfulness are also important, so, maybe it can open up a new path for you, but for me I have always kind of been using this, but I am glad that now I can put my finger on it.

(Interviewer) Were there some aspects of the model that you found more helpful than others? Or that you identify with?

(J) I think identifying leakages specifically helps, because if you know what is bringing you down then there is nothing left to do than getting rid of that. So as long as you can identify what is bringing you down, I think that is the most important part for me. For example I think the toxic people one was actually a good thing to think about because you wouldn't out of instinct sit down and think to yourself, okay there are some people who that just bring me down, what can I do about it, just out of respect for those people, but I think this model helped me to identify them.

(Interviewer) Nice. We did a series of what we call micro-lessons, which is 5-10 minute lessons throughout our time together. I am just going to list the micro-lessons that we did and at the end I am going to ask you which you found helpful, less helpful, which resonated with you, and which you could use in your life [LIST]. Which of those did you find useful?

(J) Ah, I think the active response. What was its name... active constructive responding! That resonated deeply within me, because I think that is THE essential skill you need for building a good social identity. And er, it is a very intuitive thing to do, but if you can't... If you know what active constructive responding is and you can utilise its well then that's, you can make friends anywhere.

(Interviewer) Where there others that didn't resonate so well? Or so clearly?

(J) Yeah, maybe the perfect day one. I enjoyed designing my perfect day and trying to pull it off actually, but I just don't feel like I learned much from it. It was fun but I just don't see the use.

(Interviewer) Were there any other aspects or conversations that we had in our group that sort of returned into your consciousness throughout the time? Sticky concepts I would call them.

(J) Yeah, I think, it was, we were talking at some point about why do we go to school every day, and if we don't really want to be here, why are we still forcing ourselves to do it, and it was having trust in this bigger picture that we don't see

yet, and being able to realise that we don't see it yet. I think that is highly philosophically valuable.

(Interviewer) I think this was one of the first conversations we had wasn't it.

(J) It probably was. [laughter]

(Interviewer) About what is the point?

(J) What is the point, exactly!

(Interviewer) It is a question I'll probably be asking myself for the rest of my life. [laughter] I don't know if there is a good answer. That's good.

(Interviewer) And, how do you feel like your, we are talking about two things, so your academic performance (because that is one thing that we are measuring), but also on the other side, your personal performance and other goals, so how, do you think those have tracked over the last 6 months?

(J) Ah, my academic performance, I always struggle a bit with sciences and math, especially science because before I came here, I never really had any science education but I realised that when you are confronted with lots and lots of new and really complicated stuff you just gotta confront it. You just have to get over wanting to repress it or leave it for later but the more you confront it, the better the teachers will respond to you. That they won't hurt you or punish you for actively going into areas that you are not good in or you don't like. They will actually then be able to help you and I think it is important to realise that. Before you can get help you need to want help. As for personal performance...

(Interviewer) Adding to your academic one, you did receive, I think, your best report that you have had since you came here.

(J) Really?

(Interviewer) You had silver, silver, silver Gold. Which does prove your point.

(J) Oh yeah. Again, as for personal, I think... maybe this is unrelated, maybe it isn't, but I have moved recently, and when I was a kid, maybe it's just the age or something, but when I was a kid, moving was difficult. Even if it's not to another country. You just get used to your surroundings and to specific things being in specific places, that are always just reliably there. But this time, I could not care less, I got integrated almost instantly, I didn't even enter the house when I said okay let's do it! So, I think this course has given me a great deal of competence, which is great for my ego, I don't know whether that is good or bad [laughter], that will reveal itself eventually, but I think I have become a lot more confident as a result.

(Interviewer) Absolutely. So my last couple of questions are about some of the things we have talked about, actually there is one before that, it is your general experience of the coaching environment, so; small group; six people; twice per week; just 15 minutes. The positives and negatives of that environment, how was that helpful or not helpful?

(J) I think the group size was ideal. Less than six people, you will just run out of stuff to do, or you will run out of interactions in 15 minutes and more than six people may have been a bit hard to control. I think six people was perfectly fine. And, I also think 15 minutes is more than long enough for this micro-lesson. You are not supposed to learn these new or foreign concepts and instantly be able to apply them, these micro-lessons are supposed to introduce these concepts to us. And I think for that both the length and the size of the group is absolutely ideal.

(Interviewer) There was one thing I was really conscious of it was, trying to help you understand and harness your time attention and energy, I didn't want to steal too much of it [laughter]. Because you need it.

(J) Yeah. I need to be able to invest that.

(Interviewer) We talked about identity a bit and the four 'I am' statements, can you remember what yours were?

(J) Ah, yeah, I do. One of them was, I am a gamer; another was I am patient. Just give me a minute here... ahhhh, no I am sorry, I can't remember.

(Interviewer) Gamer, pianist, language enthusiast and patient. Um what would they be now?

(J) What would they be now? I would say I am still patient as ever, especially in my recent Group 4 project where I stayed the whole way until five for the extra three hours when my team mates left. Just so that the teachers wouldn't give us, wouldn't grade us down on leaving early, but since I am pretty patient, that was not an issue at all, I just sat that one out. I am still a language enthusiast, in every way, shape or form possible, I am still a pianist, luckily. And I am still a gamer, I just love video games, I know it is childish and stuff but it really keeps me going. I don't think I want to change them.

(Interviewer) Yeah, perfect. And, I also asked you how you want to feel every day. Can you remember what you said?

(J) I can answer it now, every day I want to feel, not accomplished, but I want to feel that I didn't let the people down that invested their time, attention, and energy into me. At the very least I do not want to let them down.

(Interviewer) And, my follow up question is, how do you feel most days?

(J) Most days I feel just like that. Of course, some of these days I feel just like that. Of course, some of these days I let people down because of maybe my inexperience or maybe I didn't do my homework at some point. But that just reminds me that everyone is trying to help me. And at the very least I should do my part, at least my part and preferably a little bit more.

(Interviewer) Yeah. So let me talk you through the survey you just did recently. Which I think shows excellent... this is the first set of results you have and here in green is where it went up. So, FG went up 6%, BC went up and DW went up. Do you think...

(J) I think that's accurate.

(Interviewer) Umm.. time went up, actually quite a bit, your relationship with time that is, because you obviously didn't find a way to get new time [laughter]

(J) No

(Interviewer) Maybe a secret physics project? [laughter] Attention went up significantly.

(J) Yes, I am able to focus much better now. Sometimes I wake up, just having a bad day or something but if those bad days accumulate, I can't let that happen. So, I, I don't know, I found a way to focus on something even when I am completely brain dead.

(Interviewer) And energy okay, well its roughly the same (91 to 87),

(J) Yeah, probably went down as a result of getting my attention into play.

(Interviewer) Was there anything you think might have changed that might have resulted in that, or just as an accumulation?

(J) Well, for energy, you recommended some exercise for me and I have been doing that regularly. It was a bit difficult with moving, but I have been keeping that up. And I think it makes me happy.

(Interviewer) Well thank you very much. Anything else you want to add?

(J) No, I think I said everything.

James Interview 2

(Interviewer) Interview between J and Jenkins, Tuesday 28th November 2:35. So, it has been 5 months, has elapsed since we had regular sessions, and I am testing your knowledge here, or memory, of the CFM. Give me an overview.

(J) Oh boy. Well there is some incomes, and some outputs and some leakages from what I remember the basic structure of this model to be, ahh, and even though I don't remember specifically what they are I do remember that they correlate quite heavily, that there cannot be an entirely separate income and an output. They are always interlinked, A good output will lead to a good outcome, FG, BC and having success, which then in turn just makes you just a more ahhh, productive person. Some of the leakages I remember, like being surrounded with draining personalities, or just, straight up laziness, bad time management, that sort of stuff.

(Interviewer) Good. And from the factors of production sort of side, your resources?

(J) My resources? Right, my resources were to allocate my time, was that one of them? And ahh, yeah, TAE, there we go, those three.

(Interviewer) Very good. Um and, like I wrote in the e-mail, what are you doing or have you been doing in the past 5 months to create that perfect cocktail of FG, BC and DW?

(J) Well for me personally, I never thought highly of a balanced lifestyle, simply because, I want to avoid mediocrity, if that makes any sense, however ahh, I also, as I came to realise that humans are not perfect machines that can just allocate all of their resources into one thing, get that to absolute top quality and then just abandon everything else, then the system just collapses [laughter]. So then I thought the solution would be to keep everything balanced but make everything balanced but balanced at a higher... raise the bar over all, not balanced in terms of cut everything down so everything is equal, but actually push every single input I can get. So I started working out regularly, which would have been out of the question about half a year ago. And it really is a really heavily underestimated source of energy.

(Interviewer) So under the first model you would have thought that would be better not to waste time on that, because you should just push the resources into one thing, but under the second model you realise that to do some energy, gives you back more. So you grow altogether.

(J) Exactly, yeah, I found that these things are very very interlinked and that heavily investing into one doesn't necessarily cause the others to slack. Quite contrary actually.

(Interviewer) But I think you are also right, that there is definitely times in life where you want to just invest them all in one thing. You know balance every day is not possible either.

(J) [laughter] Then you just wouldn't achieve anything ever.

(Interviewer) Yeah. Exactly. I agree. And, what about on the TAE side, is there anything you are doing consciously to use those concepts?

(J) Yeah, I came to realise that maybe energy is quite a physical quantity, if you are feeling very exhausted and tired you won't be able to focus. But there is something about attention, that it is really just up to me whether I listen or just hear, it is not really measurable, there is not a limited amount of it, so I just started paying attention to everything at all times, which was, which still is tiring, but extremely gratifying, I remember a lot more stuff. I can use time extremely more effectively because I pay attention to everything. And in the time aspect, I have been extremely busy, in relation to what I've been doing before, I think I work 12 hour days per week and even do stuff on weekends most of the time, and I thought, surprisingly enough, I don't miss all the free time I had before, actually the static inertia that free time granted me, isn't as gratifying as getting stuff done and getting yourself out there.

(Interviewer) Nice. Well, and how do you think your academic performance has developed over the last 5 months.

(J) I think my academic performance has improved. Absolutely. And ahh, not because. Because now I don't feel like I am trying to be the immovable object to the unstoppable force that is school [laughter]. Now I am trying to maybe trying to collaborate with this unstoppable force, or try to understand it better, instead of just bracing for the next bad report, bracing for the next impact, taking the hit and preparing yourself for the next impact. If that makes any sense.

(Interviewer) It does. It does.

(J) It has taught me to, or rather I have learned to, un-ironically, learn from my mistakes and not feel bad about them anymore.

(Interviewer) But I mean I guess, your reports have always been good anyway, comparatively, your assessment of them will vary and the intensity of that will also vary but in general, I think you are already performing quite well. I think there was some slight improvement, if I track them over time. Seems like there was more growth around the holistic side of it, just linking the pieces together.

(J) Yeah, and how I feel about it, maybe the results are comparable, and not that drastically different, but I feel very different about it.

(Interviewer) You feel happier? You are not fighting against it?

(J) Yeah. I'm not fighting against it. And I can achieve the same relatively good results with a happier mindset.

(Interviewer) Nice. And the last question is the hardest one, it is the third time I asked you now, your four I am statements.

(J) Oh boy.

(Interviewer) They don't have to be the same.

(J) I understand, let's see. I am well, I am still a pianist. I am also a conductor, I am patient. And now, I think I didn't say this one before, but most of all, I am determined.

(Interviewer) Nice. That's great. Anything else you want to add.

(J) Um, no.

(Interviewer) Thank you very much!

Mia Interview 1

(Interviewer) Interview after six months with Jenkins and M! Umm... So today I've got just a hand full of questions to look at how you interacted with the model, what we learned, what worked, what didn't work, and anywhere you would like to go. So I would just like to start by asking what your understanding of the circular flow model is? You can refer to the picture on the wall, but how have you developed an understanding of that framework?

(M) Um, so basically it is like, identity builds up your choices. But then your choices build up your identity as well. And then within the process there are leakages and injections. Just like the original economics one, but this one is for humans.

(Interviewer) And, have some aspects of this, have you found some parts of the model helpful to focus on and some less helpful, or which...

(M) Um, my favourite one was like the leakages, one was like mindset, and the way you think, and whether you internalise or externalise your problems, like you blame them on yourself too much or you blame them on other people. And I think it is really interesting to reflect on how I think about my stuff and how I put the responsibility on only myself or only other people, rather than splitting it up like, I did this wrong but other people contributed to do it this way that I could not control. So that was the most helpful thing for me.

(Interviewer) Were there any that you didn't relate that well with?

(M) Um, I think it is pretty relatable the whole thing, like, yeah,

(Interviewer) Um, we did a heap of micro-lessons, and I'll just list some of the micro-lessons that we did [LIST] Did any of those micro-lessons resonate well with you? Were there some that had impact and some that didn't?

(M) Um, well the most impactful one was the ideal day. Like and then follow up for that was, would we like to have the ideal day 365 days of the year? That is when I realised, it doesn't have to be perfect every day and you have to have like ups and downs for you to like appreciate almost ideal days. That was interesting and to be able to write down like, okay this is what I want, then I would want myself to wake up at 6:30 and I would want myself to study from 7 till 10. And so, when I go on with my normal life and I reflect back and I am like, it's 7, ideally, I should be studying and I'm netflixing, which is not really good. [laughter] Maybe I should study. So that's really good.

(Interviewer) Were there any that you didn't find as engaging or as helpful?

(M) Well, all of them were helpful in one way or another, but the best possible self, I feel like it would always be changing. And the best possible self that I thought was best it could possibly be today would be different from that of yesterday, or like five seconds from now. So I don't think I should put it down to only one, or some bullet points of something it should always be something I strive toward, and I should not know what it is, so I should know I am striving for something that's there. It is hard to explain.

(Interviewer) Because whatever you conceive as the best possible self, there could be something beyond that which you are not yet aware of. This makes sense. Um, how do you think that your personal or academic performance developed throughout the year?

(M) Well reflected from grades, I jumped from a 32 to a 37. And, I stopped getting 4s which is awesome [laughter] I mean like, this is not the only factor con-

tributing to the development of my grades, but it is really helpful to determine what I want, and if that is what I want then how am I going to achieve it? So yeah.

(Interviewer) Yeah, I think even narrowing down your wants, you can't want everything at once. But we can more or less get what we want if we only have couple of things. So what about your personal life, because a part of it is academics. It is flourishing and academics would fall under the doing-well part, how have the other parts benefited or developed?

(M) Yeah, the test, we did that quiz or whatever it is called, my being-connected part is dropping, I think, but I actually feel better now, compared to when we did the test six months ago. Um, I kinda realised, this is the people I like. And the people who are supporting me and this is the network I want to be in. Those are the people I want to be in my network, not yet but I should develop the relationship that we are having, and those are the people I should just get rid of. So it's really clear how I can see that. Oh yeah, I should stop wasting time on you. Those kinds of things.

(Interviewer) Yeah. Building the inner circle.

(M) Yeah.

(Interviewer) And how did you, in terms of the delivery of the product if you like, so, small group with just a couple of time a week and only a very targeted 15 minutes in a group setting? How did you find that? Your experience of the coaching?

(M) It's great, not like a release from Mentor Tutor, but it's like a good change, and I have a pattern, Monday and Friday would be with my Mentor Tutor, and then Tuesday and Thursday would be more focussed on building up myself, if that makes sense.

(Interviewer) Okay good. What I wanted to come back to was, at the beginning I asked you for four 'I am' statements, and maybe you remember what they are

and maybe you can't; but I wanted to ask you again are they different, or what would your four I am statements be today?

(M) Um, I think three of them are staying the same, like I am Chau, like I am still myself, I am Vietnamese, I am still proudly Vietnamese. Self-aware and ambitious was the third one I think, and I hope and I think it is still the same, the last one was like a temporary and short run one, I am an IB student. I am still an IB student, I'm not going to drop out. Not yet I hope. But I can see how even though it's important, it's not the most important thing on earth. It should be a part of me now, but it doesn't determine, even if I get 23, 30, or 45 on the IB, it does not determine who I am and what kind of person I am.

(Interviewer) In the long run?

(M) It does to an extent. If I get a 45 that means I am a hardworking student compared to like a 23, but that wouldn't determine if I am kind or if I'm anti-social or whatever. So yeah.

(Interviewer) I am Chau, Vietnamese, self-aware, ambitious, IB student. I had a hypothesis for a while that the students that identified themselves as IB students would be more prepared to work harder, and I still have that hypothesis a little bit.

(M) Hopefully.

(Interviewer) Because if you don't identify yourself as a student or hard worker, then I think it is more difficult to accept wanting to um work hard. Is there something, you just mentioned kindness and a few other virtues, is there another, what would you place IB student with, or it needs to be there temporarily?

(M) It has to be an I am right? Um, I am someone who loves to learn. It's still learning, but it's just not about only the IB.

(Interviewer) It's more general.

(M) Yeah.

(Interviewer) That's good. Um, and I also asked you a question about how you want to feel every day, can you remember how you answered?

(M) Something along the lines of like, calm.

(Interviewer) I think it was calm.

(M) Yeah.

(Interviewer) And, my question is, how do you feel most days?

(M) It really depends, because, like, there is no average feeling, and how I felt this time two weeks ago and two days is really different and also like exam period was different as well. But most days, I feel okay. It's not the best, I don't feel awesome, but I don't feel terrible. So, okay.

(Interviewer) I've got a, I had a look at the results, and compared them with your last ones, which you may have done as well.

(M) I haven't.

(Interviewer) What I thought was pretty interesting. Your new numbers are here and the old numbers are at the top and green means it went up, and um, the pink means it went down a little bit. So what we can see, and I thought this was hardly any change, and hardly any change. What really went up is your energy. Does that feel right? Does that sound right?

(M) That feels right.

(Interviewer) And therefore because of the increase in energy, which I think is a pretty significant increase, almost 20, then your Factors of Production went up. And also, we've got FG went up, does that sound right?

(M) For now.

(Interviewer) BC went up, and this is interesting because you just reflected that, buy maybe at the first time you were thinking about being-connected with more people and now you are thinking I have identified the people I need to be connected with and I'm comfortable with that.

(M) Quality not quantity.

(Interviewer) Yeah. And doing-well went a bit backwards. But that's not actually reflecting your grades because you went silver, silver, gold. So...

(M) It's interesting.

(Interviewer) But in general, in general, your factors of production increased and so did your flourishing. So I would say that is... this is the return on your investment; if I divide one by the other, so from what you have to invest, you are getting 120% back. Which I think is pretty good. I don't have a theory about what the optimal amount here is.

(M) You think it should be like this. Or do you think it should be 100% balanced?

(Interviewer) Well actually, that is an interesting question, I would need more data to answer, but, my original hypothesis was it should be 100% but that relies on too many variables, and the average when I did it with the international cohort was, so 300 students around the world, was 109. And I felt like that could be something to do with a bit of an optimism bias. We are a bit more optimistic about our achievements.

(M) Um are all the people, who are taking the quiz like teenage juniors and seniors in high school?

(Interviewer) Ahhh, all 16 and older in high school.

(M) I don't know, when all we are doing in life is studying, well hopefully not, but the main focus is studying, you only reflect on your progress by looking at the grades you are getting, how you are getting along with your friends, and it is a really small circle of interactions and stuff, so it would be interesting to see how it is, for example you doing-well would not just be like doing your job at school well, but also like, doing well as a father for example, so I think that being at school might affect the result because all students here when we are thinking of doing well we are thinking of, so I got an 80% that's pretty well good.

(Interviewer) I think it's true, there is a lot to learn about it. But in general, I think this is a really positive development and it would match my reflections.

(M) Has anybody got like 200, like super high?

(Interviewer) Super high ROI?

(M) Yeah like how high could it get?

(Interviewer) The highest was 195% but I don't know if that is just a severe overestimation of how well one is doing [laughter]

(M) Also, coz like, the questions ranking from 0-100, coz I always get it in the middle of 40-70 but some people like with Harold, well not he, but he might just go like its either 0 or 100. Now that makes sense.

(Interviewer) Any further comments to make.

(M) Oh, I found one thing really interesting like on the first few, like the second session I think was like, would you pay yourself to do something? Like the hypothesis of you being your own boss and would you pay yourself to sit down and study for two hours? And would that, you know, bring back to the company some benefits or something? That is really interesting and I think it could be applied to big or small decisions. Like, would I pay myself to get out of bed? To would I pay myself to apply to this course and become a student at this University. That is really interesting.

(Interviewer) Do you think it will inform your thinking, some of the lessons that you picked up, or the model itself will inform some of your thinking in the future?

(M) Yeah like ah, unconsciously, I wouldn't think like would I pay myself or am I externalising, should I approach this with a more balanced approach, but it's helpful and applicable in life.

Mia Interview 2

(Interviewer) So, interview between M and Jenkins, 15h16, 30th Nov. So, it's been five months since we stopped having our regular sessions.

(M) Oh, five months.

(Interviewer) I know, it seems... already. So, what I want to do first is understand what you still remember about the circular flow model if you could try to describe it to me.

(M) Um, time, attention, and energy is on one side, and the other, FG, DW and BC.

(Interviewer) That's right

(M) Yeah, and then the arrows are the way they influence each other, it's like choices and identity and choices create the identity and the identity influence your choices. And then you have leakages. Laziness, health, right?

(Interviewer) Well, ill-health.

(M) Yeah, like when you are not healthy and stuff. Your mindset like if you internalise or externalise your problems, and then... there are too more.

(Interviewer) That is pretty good, pretty good, and then injections as well...

(M) Injections, you have health like actual health, you have, something with a clock ... injections,

(Interviewer) Mindfulness, sleep... Learning! Learning is on the injections side.

(M) Love of learning as well. So, attitude as well. I mean it is really just like, injections and leakages are basically the same thing, just different aspects, a different side of it. So that's what I remember from it.

(Interviewer) Good. You remember all of it, well done. Pretty much. And what have you been doing recently? I wrote in my e-mail about having this perfect cocktail of FG, DW and BC, if this is possible, and what have you been doing in the last sort of five months to ensure that? As much as possible.

(M) Well, feeling-good. I think it is more of like switching my mindset, so like injecting good things, injecting a new mindset into it; instead of like externalising or internalising, it is really a balance of everything. And, I learned to prioritise differently, to put different priorities in different orders and stuff. So that's about feeling-good. Doing-well, that kinda relates to feeling-good. Instead of approaching doing-well as doing well at school, I think it is about doing well in life. About accomplishing what I...[pause] I mean to me, eating a good meal is doing well; like making a good, I don't know, wok. So that's just doing well. So just like a different approach the concept helped me like... Like honestly compared to like last time we talked, I am definitely not doing well, as I used to at like academic stuff and stuff, but doing well in general in life is better than it used to be. And then, being-connected. Hmm, with friends at school, I would say I feel less connected, but it is also like, after the summer I had a lot of new friends and then the TAE I spend on my friends divided to different groups of friends and everything and then so it's different, but it's not worse, it's just like a better balance. And then, being-connected with my family. I think I talk with my mom more now, not in like the frequency of our calls, we used to talk three or four times per week, and now we try once a week, but I always forget [laughter] so it has been once every two weeks for the past month. But, the depth of the conversation, and now it is not, like she doesn't control me like before. But now she

is really letting go even more and it is really like adult talking to adult and stuff. Yeah, it used to be like, yeah, just do this for me please, and now it's like, "but I really think you should do this, what do you think about my opinion?"

(Interviewer) That's really good.

(M) Yeah, great.

(Interviewer) Wonderful, the next question is about your academic performance, so tell me how that has gone in the last six months, five months.

(M) Well in the last six hours it has been bad. [laughter]

(Interviewer) Take an average over five months.

(M) IB points wise, I think I dropped three points. One in biology, one in math and I don't know in languages and so. Like I tried to keep it there, but with everything... like I still have more things to learn in the IB, but again, I have more things to do alongside of it, like my project, university applications, even like friends and like my health and everything. So, it's definitely not as real as before, but I am more happy with it than I used to be before. Because it used to be like, I want a 43 and I'm at a 40 right now, and that's not okay, I hate myself, and I was like now I accept anything from a 38 to a 45. But even 37 feels fine right now. [laughter]. But is I'm at that level just two points, then I can see what I have to do, and I know what I need to do and I have time, so. Really good; not that much pressure, even though I am falling a tiny bit down.

(Interviewer) Yeah, but you are aware.

(M) I am aware, I think that is the most important part.

(Interviewer) And you have got time.

(M) Not a lot.

(Interviewer) Not a lot, but I think what is really nice, is if you are coming from a place of happiness and good balance, then you can afford to say to yourself at some point, maybe it's in February, right, everything else out the window now and I am just going to really smash it, and you can get those extra three points back. But if you are coming from a place where you are already hating yourself then, you've got nowhere, nothing to climb from, you know what I mean, so I think this is not a bad position for you.

(M) Not the best but, like potential.

(Interviewer) And in your sort of, personal reflections, however you do it, even just thinking to yourself, how do you, do you ever use that frame of reference to think, how could I best use my TAE?

(M) Yeah, I like the phrase, TAE and I think it is really summarised well and I know what three things I have, because you can be like of yeah I have time, but then you go specific into it, and this the phrase really like makes me aware of everything. I have this new look, that like, instead of just looking at what I have to do, I kinda just step back and see the whole picture, of like consequences of if I do this way or that way and then it is like how the best timeline would be. So basically, just stepping back and, not being M, but like, being another person deciding what M should do. You know what I mean, and that kinda helps me, because it is like playing a video game. Because it is not me, so I don't think about like the direct impact of everything happening to me right now but, I think about, also that is my character, she has 100% energy, she has 50% attention and like 2% time or something. And then, how do I manage that, instead of like, managing myself. Because, I will be under the influence of 50% energy. So I can't think for myself, but for M... which is myself, but it's kind of...

(Interviewer) Yeah yeah, yeah, to step outside yourself. It makes much more sense, there is no emotions attached to it there is no... it's cool. And, the last question, this is the third time I ask it, is about your um, your four I am statements, they can be exactly the same, or they can be different or whatever they are today.

(M) I am still, Chau. Oh! I've been thinking about my name for college, whether I should keep it Chau or not, but I don't know for now I am still Chau, I really relate to the name. I am Vietnamese, proudly, although really concerned about the communist states at the moment.

(Interviewer) How does that affect your behaviour?

(M) Um, it's like, school wise, like when I study, it's like ah, like I take economics and geography, in economics we are doing economic development and in geography we are doing international trade and we are talking about China big belt project.

(Interviewer) Oh yeah, really interesting.

(M) And just like my national identity allows me to relate to the learning materials we have in a personal kind of way and I understand it and I look at it in a personal way like, oh if I am learning about this and I know about home, how do I think about how that would affect my country my people, like me, my family and stuff. So I don't know it just provides new perspectives on everything.

(Interviewer) It almost magnifies it, it applies it in a certain way, an abstract concept becomes more tangible if you apply a cultural lens to it.

(M) Yeah.

(Interviewer) Okay, so the third one?

(M) Did I say IB student?

(Interviewer) I think it was in your first couple of versions.

(M) Yeah, that is kinda, I said it was short term, but I really, I would disagree with that honestly, because I would tell the old M, that you are so much more than just an IB student. It's great that you are devoted to such a programme, it's good, it builds me up and everything, but like, when I look at myself and think

that I am just, not I'm just, but I am an IB student. That just kinda defines me like, oh, I'm just someone who takes 6 subjects, 3 HL, 3SL, takes TOK, writes an EE and do CAS. Whereas, I am so much more, like, I can't just like limit myself to that. I could say that I am a potential candidate for Harvard, I'm not applying but like, I could say that, so like academic wise, limiting myself to like an IB student is not, and that just makes me stressed out even more. I am an IB student, so I have to be THE BEST IB student. I have to think what is like the standard and I have to get way above that. So I would disagree with that now.

(Interviewer) Yeah. So what would be the new iteration of that?

(M) Ahhh, I am someone who enjoys learning, right?

(Interviewer) That's cool.

(M) Because I do enjoy learning and studying the IB, except for when I get a three [laughter], and learning anything else, but not limited to the IB.

(Interviewer) One of the things I learned throughout the project is people that have, I am an IB student or something like that in their top 4 I am statements, they are much more prepared, much more willing to sacrifice their time and energy for study. Because if you don't have that in there, it doesn't make any sense. Like some of the people in our group, that's why they don't study because it makes no sense to them. Why would I do it, it's not how I see myself. But that is a super interesting point, you know, and that's about your stage of life, because the IB is coming to an end, so it has to be replaced, and it is great that you can replace that with love of learning. And...

(M) My last one was ambitious but self-aware. Still. Just like my math test! [laughter] I am so bitter about it. [laughter] Like I think I need to cry and break down about it to acknowledge that, I got a 3! Cool.

(Interviewer) And, it might be the wrong time to ask you, but the last question is, how do you feel most days?

(M) Even after the three, I feel good. Happy.

(Interviewer) Good.

(M) Yeah.

(Interviewer) That is it! Thank you very much.

Nicholas Interview 1

(Interviewer) Okay, interview between Jenkins and N, after six months on the project. Um first questions, I have only got 5 questions, but there is a little bit I will say in between, Um is, if you could just explain to me how you understand the circular flow model, you can use the picture there behind to explain, but how is your understanding of that.

(N) Well we have been taking about the circular flow model, or income, wait, is it, I always forget the name.

(Interviewer) Flourishing, but yeah, based on income.

(N) Okay, yeah, it is very interesting to me because it helped me a lot to like, organise my time, like actually see how it relates to economics and so, since it is very very interesting to see how accomplishment can help you with friendship and, your time, attention, and energy are the most valuable things we have.

(Interviewer) Were there some aspects of the model the you found like, really helpful in organising and some less helpful?

(N) The leakages, and being able to actually see where I miss out. Where I lose my energy and attention and time. To identify them and working out how to improve.

(Interviewer) Good. And throughout the time, I am just going to read out a list of the micro-lessons that we studied and then I am going to ask you to comment on which of them helped, which didn't help and whatever. [LIST] Was there any of these which made the biggest impact for you?

(N) Active response to feedback was the biggest definitely. Because it really helped me, especially for my extended essay as well, the interview, and generally with people speaking, it is like so much easier to have a good conversation with them. What really interested me as well was the purpose in life, because the like, made me think again. And another good thing, is how to design the perfect day. That was cool too. And seeing how much time is actually wasted. And how could you improve that.

(Interviewer) And, how do you think about your academic performance, from understanding that model better, improved your personal or academic performance over the last six months?

(N) I think it did not really affect my academic work, yet. [laughter] But I think especially looking at the leakages. Like changing my attitude towards school, helping me more to be positive towards school and especially towards life, and to be more flourishing and happy.

(Interviewer) Nice. And, is there a, what is your general sort of experience of the project, the initiative, to work in small amounts of time for a longer period and in a small group? How was your experience of the coaching initiative? What was helpful and what was not helpful?

(N) I thought it was helpful, especially with such a small group, and I know most of them, like Harold I know him for seven years, I know James for two, Olga for three or four, so we can trust each other, on a different basis obviously, and you are ready to share, instead of being in a big group, maybe not everybody has the time to say what they think. Like the small group, small period of time, it is the perfect idea of working together, coz like, it doesn't take too much energy from you, and not too much attention so you can be present for like half an

hour, fully present, 100% and after that it will drop, instead of sitting there for two hours. I prefer it over a big group.

(Interviewer) Yeah. Nice. So if we can go back to the I am statements, this was one of the first activities we did I said tell me your four I am statements, I know I put you on the spot a little bit here, but what would your four I am statement be now?

(N) I think my old ones were, I am German, I am a good friend, and two more right, I cannot remember.

(Interviewer) That doesn't matter if you can remember. Would they be different now?

(N) Two of them will stay the same. Especially I am German. Especially doing the world cup now. [laughter]

(Interviewer) You are even more German now.

(N) Yes. And, I think I am a good friend. Especially due to the active constructive feedback. I have improved some more friendships definitely. And, one of the things would be passionate, because I started to do sports again after my injury, because I thought energy is so important and how to use the time most wisely, with the energy we have, so I started to have a few runs in the past couple of weeks and it really helped me. And um, either I am interested or motivated, one of those two, like a mixture,

(Interviewer) Nice. And your last two were. Sportsman and open-minded. I think all of those four are right.

(N) I think all four still exist.

(Interviewer) Yeah, that's right, maybe in the top ten, but where they are position is the important part. The other thing I asked you was how you want to feel every day, can you remember how you answered for that?

(N) Happy.

(Interviewer) You said, amazing.

(N) Amazing. I must be having a good day then. [laughter]

(Interviewer) So my question is, how do you feel most days?

(N) Thankful or grateful.

(Interviewer) Yeah, nice. My last thing I want to do is just have a little chat. I have got your results from you last two flourishing surveys here and I just wanted to talk through. So the new results are here and what we see is two things that really jumped out at me. Green means it went up and pink means it went down. Your overall flourishing went up. Is that a surprise to you?

(N) No, I think it definitely went up, yes.

(Interviewer) And your DW really went up too, quite a bit, which I think is reflective of what we talked about, and even if the results aren't there yet, they are coming.

(N) Let's hope.

(Interviewer) BC and FG are basically the same. Not much of a difference here. FG went up. And here you can see these ones T and A went significantly down here, but maybe this is a realisation of the amount of time we have to put in for some things.

(N) I think there is where I can improve. I think actually after the circular flow I think I realised actually the time and attention of putting into stuff.

(Interviewer) Yeah. I think this helped you see it in a different way. But your energy really significantly went up, and that's a super important thing for everything.

(N) I think without energy you can't put any attention into something or any time in. So if you are like, weak every day, and don't want to do anything, you can't put any attention towards it or time.

(Interviewer) Absolutely right. Well, that's all from my side.

Nicholas Interview 2

(Interviewer) Interview with Jenkins and N, on Friday 30th Nov, 13h37, so now that five months has elapsed since we stopped our regular sessions, I was wondering, it's not a test, but can you tell me what you recall of the circular flow model flourishing, what are the, how could you describe it?

(N) Well I remember the flow, the diagram with the leakages and injections and then like the performance achievements, and then like the left side, and the right side was TAE. That is what I remember.

(Interviewer) Perfect, and anything else about it that stuck with you over the last five months?

(N) What do you call it? The active conversations, when you are talking to somebody, you ask more questions, if you are interested in what they are talking about you ask more questions so they are more enthusiastic.

(Interviewer) Good. So, the being-connected side of things.

(N) Yes.

(Interviewer) What are you doing at the moment? I wrote in my e-mail about having the perfect cocktail of FG, DW and BC and, or increasing TAE, what are you doing actively in your life to increase these things? Or have you been doing?

(N) What do you mean? With the TAE?

(Interviewer) Yeah, what have you been doing to maximise those and also maximise your FG, BC and DW?

(N) Well, at the beginning of the year in Sep, I was staying often in the boat house to like, I don't have to drive far from school and back, which is about an hour and a half, and that helped me to concentrate on my study. That is the time, and attention, I don't have to worry about what the weather conditions are and when to drive, so I can concentrate more on school. And energy, yeah, because driving takes up some energy.

(Interviewer) You also mentioned the ACR, so that is something that gives you deeper connections...

(N) Yeah, often when I spoke to someone, I tried to use that, and it like, really worked.

(Interviewer) How do you feel your academic performance has gone in the last 6 months since we stopped our regular sessions, or five months?

(N) I don't know. Did they decrease? They definitely didn't increase.

(Interviewer) Well I guess it was challenging then and it's still challenging. Um, and why do you think that is?

(N) Motivation for school is lacking.

(Interviewer) Lack of motivation.

(N) Yeah.

(Interviewer) So maybe your goals, actually, maybe we will come to that in a minute. When you sit down to reflect on sort of how things are going in life? Do you ever use bits and pieces from the model to look at, is my TAE going in the right place? Or should I put it somewhere totally different? Or...

(N) Sometimes when I do something that I know is not as productive as it could be. I think about how could I do it more like wisely, how could I use my TAE more wisely, and I think about it. And sometimes, I quit doing that thing and start doing something else instead which is more productive, which I know is like an assignment and I have to hand it in next week. I would rather work on it than watch a movie. But like, that comes to my mind when I am already watching a movie [laughter]

(Interviewer) Right. Sometimes too late.

(N) Yes.

(Interviewer) And the last question is I think the hardest one, so it is, your four 'I am' statements again, so this is the third time I have asked you, and they don't have to be the same, it can change, but where are they now?

(N) I remember from last time it was, I am German and it still is.

(Interviewer) Uhm, and how does that ah influence your behaviour.

(N) Like at the recent October fest, I was very motivated. And especially at the world cup when Germany is playing. That likes makes me happy. Another thing is I think I am a good friend. Because every time somebody needs me, I am there for them. And like yeah. I love to spend time with them, having a good time. And what else. Four 'I am' statements... What were they last time?

(Interviewer) It doesn't matter, what are they today?

(N) Stressed and confused [laughter], I don't know, something like that. Tired.

(Interviewer) Okay. So that's one of the things, one of the big findings I have worked out is that identity drives behaviour, behaviour drives performance, and I think people are always really honest when they talk about their I am statements, usually, Um, and people that sort of say, if you ever can get the "I am an IB student in there", then every time you do work it makes sense. You know

what I mean. But if it's never there then when you are trying to sit down to do work, then it doesn't make any sense. And I can't think of a good reason why you would do it, you know what I mean? Um, so at the moment if you have stressed and confused in there, how do you think that might affect your behaviour.

(N) I am more stressed and more confused.

(Interviewer) Yeah, you are going to behave like that. So it would be cool to spend just a little bit of time for you trying to replace stressed and confused with good ones, because I am German brings you good stuff, I am a good friend brings you good stuff, but I am stressed and confused, brings you nothing. What do you think about that?

(N) I have to work on it.

(Interviewer) Okay. Thank you very much! Cheers.

Olga Interview 1

(Interviewer) So here is the interview between Jenkins and O. So, I am just going to take you through the questions. The first one is, if you could explain to me, how do you understand the Circular Flow Model after working with it? You can refer to this a little, but how does it make sense to you?

(O) So, to gain better, to increase your performance, you have to spend your time, energy, and attention on the right things so you get the good result and there are injections which help you to do that and also leakage which take away your time, energy, and attention. And, through that process you also get connections, wellbeing and doing-well.

(Interviewer) Good. And, are there some aspects of that, so there is time, attention, energy, choices, DW, FG, BC, your identity, leakages and injections; are there some parts of the model you found helpful, or more or less helpful, which bits do you identify more with?

(O) I think everything is helpful to be honest.

(Interviewer) Now, over the course of the last six months we did a heap of micro-lessons, which is just like a 5-10 lesson on certain things, so I'm just going to go through the stuff that we covered. [LIST] which of the micro-lessons did you feel like had an impact? Or which didn't have an impact, just if you could comment on some of those.

(O) Umm... best possible self maybe, I think we did it a long time ago. I think it kind of motivates you to do stuff, just because maybe like, you don't think about what is going to happen next sometimes, and when you realise that you can actually be better yourself than you are, then that kind of motivates you to be as good as you can be.

(Interviewer) Are there any you didn't find particularly useful?

(O) Mmm... the active constructive responding, I don't know if you can be that active constructive responding to everyone. And, I'm not sure if I can do that.

(Interviewer) Were there any that you found yourself thinking about a little bit longer? Or maybe some weeks later you think... ah, this is that.

(O) Um, kind of time, energy, and attention, because sometimes you just find yourself running out. I just maybe sit on my phone and play some videos or useless games. I can allow myself to do it for like 10 minutes a day. Because I think we all have to procrastinate for a bit. [laughter] And then I just have to put it away, because then I can sit there for like two hours, and then I complain that I have no time to do homework, I have no time to work out, and stuff like this.

(Interviewer) I know the story. And, um, how do you think your academic or personal performance has developed in the last six months?

(O) Um, before I was kind of like, just to go through the day and get to another day, you know, just like, waiting till the school finishes so I can go back to the boarding house and do my stuff, but now, I mean I also want to go home [laughter] but I kind of, I now I can spend this time with purpose. Increasing my performance and just not wasting my time. Because I remember like, maybe not this year, but maybe last year, I was just sitting a lesson, just not doing anything. But now I just think, if I don't do anything, I will still have to do it later. But now I can do it in school but otherwise I would have to do it at home. Which I do not want to do. So I would rather do it in class.

(Interviewer) Well, you know this is the best report you have had now. You got bronze, bronze, bronze silver, which is pretty good. And your grades also went up, so I think it pays dividends [laughter]

(O) I talked to Mr Ratcliff as well about the grades, because of the midterms, we also had kind of exams, in sport science I have like a 1 or 2 or something and there was like two topics, and now we studied like eight or nine topics I think, like a lot of topics, like almost the whole syllabus except the option topics ... and I got a 6.

(Interviewer) That's good. So that's like the doing-well side of it. What about positive emotion, feeling-good and relationships, how is that working.

(O) ... Good.

(Interviewer) It was always good?

(O) I don't think it was bad.

(Interviewer) In terms of the actual coaching, how does that work for you? Do you think it works with a small group? Is it okay sharing in a group? Or the time is okay, not too much and not too little?

(O) Yeah, I think the time is fine. I thought it's not enough when we just started it, because, like just 15 minutes a day, two times a week, which is not a lot, but I think we spend this time in a good way. So I don't know, it just worked out. And, the group is fine I think. Because a bigger group wouldn't be as.....

(Interviewer) You wouldn't have enough time to talk?

(O) Yes.

(Interviewer) Is there ever anything you don't want to say because you are in a group though?

(O) Mmm I can't remember, but sometimes yes, can't remember what specifically.

(Interviewer) Can you remember back at the beginning, one of the first questions I asked you was about identity? And I said tell me your four 'I am' statements.

(O) Yeah.

(Interviewer) Can you tell me what they were?

(O) Umm... okay one was, my name, right...

(Interviewer) It doesn't matter if you can't remember because my next question is, what would they be now?

(O) Is it like, those statements, are like you are right now?

(Interviewer) Yeah. It is how you see yourself, if you would describe yourself to somebody.

(O) Okay

(Interviewer) Tell me the four most important things I should know about you.

(O) It's still hard.

(Interviewer) It's super hard.

(O) You kind of need to know the name, but it's not as important is it.

(Interviewer) Let's imagine I already know your name.

(O) Okay. I am dedicated, one. I am ready to work hard for the goals I want to achieve. Oh, it's so hard. I can't think of anything.

(Interviewer) It's okay. I can give you the ones you told me last time. Were, I like sports, I like arts.

(O) I don't like arts anymore. [laughter]

(Interviewer) That one is gone.

(O) Definitely.

(Interviewer) I am Russian, and I am from the International School

(O) Okay. I mean I would say that I am from the International School still.

(Interviewer) I mean there has definitely been some changes. We know that identity drives behaviour, behaviour drives performance. So those first two are things that really drive behaviour, so that's excellent.

(Interviewer) And the last one, I asked you the question, how do you want to feel every day? Can you remember the answer to that? It is somewhere in my book here.

(O) [Pause]

(Interviewer) Happy. And how do you feel most days?

(O) Happy.

(Interviewer) Let me just stare with a little bit, from this, this is what I got back from the survey, so this is what you had before [XYZ].

(O) What are those numbers, are they out of 100? A percentage?

(Interviewer) Yes out of 100. The great thing here is green means everything improved. Doing-well went up massive, and total flourishing went up 25%. Are you surprised about that?

(O) No, I think you can tell.

(Interviewer) Yeah. Absolutely, I think it's great. Any other thoughts you would like to reflect on? Anything else you changed to make this happen? Aside from maybe a little mindset?

(O) Mmm, I had like not the best time at this point to be honest. It just could be like something like not so good happens it affects a lot of other factors, as well as like school, your relationship with others, your, how you spend your time, attention, and energy, because sometimes you think of one thing and you just can't concentrate on other things. And I just like remember that it was like awful, like you can't do anything about it. But you can't just throw it away either. Somehow you have to get rid of it, you just don't know how.

(Interviewer) I think you have done a great job. Thank you!

Olga Interview 2

(Interviewer) Okay, interview with Jenkins and O. 13h49, on 28th Wednesday. Okay so, we start with the interview, the same questions we asked last time.

Um, how do you understand the CFMF now that 5 months have elapsed since we talked about it?

(O) It has been five months?

(Interviewer) Yeah.

(O) Okay [laughter] it feels way less. Um, well basically, like, the outcome you get depends on the input you give, and, the more you give the better you get. Also, you need to understand where to put your attention, energy and time, and, distinguish what is important and what is not, so you don't waste your resources,

(Interviewer) Yup. And, on the other side, what are the things we get out of that? For Flourishing, what are those three things?

(O) We get... [pause] can you remind me one?

(Interviewer) Doing-well.

(O) Ah okay, DW, Feeling... and relationships.

(Interviewer) Feeling-good and being-connected. So how do you feel you are doing in your flourishing? Are you flourishing at the moment?

(O) To some extent, I guess, yeah.

(Interviewer) How? To which extent?

(O) [laughter] Well, um, I can find time for my school work as well as friends and family and I don't feel like I don't have enough, like sometimes maybe but, normally I have enough time to do the work I have to do as well as just hang around and meet friends. Um, whether some time ago I kinda like, I am not sure if you said it or someone else but, sometimes people feel stressed just by not doing anything.

(Interviewer) Yeah.

(O) So, you just kinda, like there is a meme that says IB students more complain about their stuff than actually getting them done. And it's kind of true, coz the more you are not getting done the worse you feel or the more stressed you feel. And if you get stuff done it doesn't feel stressed.

(Interviewer) And what is your main, where are your main sources of positive emotion, what makes you feel good? Or happy?

(O) Well feedback from the teachers? And then. We also my family and friends sometimes too. Mainly it's feedback and how people react and that. I remember it was actually Christmas last year. The Grade 11s have exams and we had them too. And I got like a 2 on sport science exam. Not a 1 maybe but a 2, I can't remember, and it was only 3 or 4 topics. And now I have a 7 and we have covered way more topics. I don't know, at that time I just felt like it is so much and how am I going to do all of this and now...

(Interviewer) Good. And what are you doing in your like daily life that helps you, like I wrote in the e-mail to find the perfect cocktail of positive FG, BD and DW? Are you making some conscious things, you said exercising and stuff like that? What else are you doing?

(O) Um well, well I watch some movies or whatever, some stuff on the internet. I can go somewhere on the weekend so, if I spend some time, normally, for example this weekend I went to a nearby town, and on Friday I stayed here and did some work as well as on Saturday till like 1pm something, then I left and I did something, maybe a little bit on Sunday. I got everything done so I have time to have fun and stuff like this too. And what else, exercising, yeah.

(Interviewer) But also you said, just doing it, don't complain about it just get it done. And you have more time to...

(O) Yeah. Exactly, like I plan stuff, what I have to do in this period of time and I write it down so it is easier to understand. So, you just, I used to write, at like for example HW sport science IA, and then I don't write specifically what I have to get done. And now, I will write for example introduction, has to be fully done, for example. Because sometimes I write some stuff for example you remember in red, "add this blah blah blah" and then I go to them, well I don't like going back to them, so I kinda just, trying to do everything from the very beginning. So I don't have this, just write everything from the very start so I have all of it.

(Interviewer) Nice. So I think you touched on it. So the third question is, how do you think your academic performance has gone in the last 5 months since we stopped our regular sessions? You touched on this a little but, maybe you improved from a 2 to a 7 in SS?

(O) Um, yes, in SS absolutely great. Well in subjects which I like doing well it's not easy but it's way easier to see the improvement. In art, also good. And economics is, it is not worse but we are getting more stuff and it's kinda hard but alright. And English, well I'm not too interested in that because we are reading some book which I don't quite like, but it's okay. And, German is good too.

(Interviewer) And when you reflect about how you are doing? I don't know when you reflect or how you reflect, but do you ever think about how much time, attention, and energy you give certain things? Can you give me an example?

(O) In terms of academic you mean?

(Interviewer) Or just in life in general?

(O) I mean I can't think of anything outside of school. But in terms of school, it is mostly higher-level subjects, so if I have a choice of which one to do, like math or economics, I will probably choose economics because it's my higher-level. And math is just easier for me and I don't have to spend as much time on it. Sometimes for example, Mr Simmons has to see all the work we did throughout the time, and there are exercises that have a lot of parts in it, and if I understand it, then sometimes I just do the harder ones and then I go to the next one. And

he kinda needs all of them, and I don't want to spend my time on it. Because I know that I know it, I don't have to do all of them. So I just kinda tell him that, I mean he kinda understands, because some people just sit there and don't quite understand it, and I am just sitting there and doing my work, and then I just give it to him. If he sees that it is all done it is alright.

(Interviewer) And what about um, that is time allocation, what about attention and energy? What do you notice about those or how you use them?

(O) That is a good question. Well I guess I spend most of my energy on work. And some on exercise. Yeah.

(Interviewer) And the last question, which I think is always the hardest one, so we did, this is the third time you need to tell me your I am statements.

(O) Oooooohhhhhhhh. Do I have to say the same ones?

(Interviewer) No, right now. Because your identity can change.

(O) I think I can remember the first ones.

(Interviewer) They might be the same, but maybe it changed.

(O) Like, do you say your name?

(Interviewer) Nope, I already know your name.

(O) But you know a lot of stuff about me. Three or four? Four? I am part of this school, I want to study something related to sport science, and um, I want to be part of changing the world to the better, kind of effect it in some way with what I can do, I am waiting to graduate.

(Interviewer) [laughter] That's good. That is really good. I think they changed a bit.

(O) Yeah. I can't remember the first ones.

(Interviewer) Yeah, I think they did change a bit. Um very good. That is all. Interview concluded.

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