



# Improving well-being and self-image by creating awareness about inner strengths

## Bachelor thesis

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## Abstract

**Introduction** People experience a high amount of stress in their everyday life. The invention of the term of positive psychology gives the opportunity to help people to cope with this stress. One example of a positive psychological intervention is the book “Kracht voor tien”, written by Van den Driessche (2016), which describes how to use and develop ten behavioral strengths to reach positive behavioral change.

**Methods** A total of 10 semi-structured interviews were conducted with five participants in order to explore, the participants’ perceived well-being, perceived self-image, recreation time and their experience with the intervention. One interview was conducted before the intervention (exploration-interview) and one was conducted after the intervention (evaluation-interview) to reflect on the intervention and see whether there was a change in behavior or attitude. The Warwick-Edinburgh Mental Well-being Scale (WEMWBS) was taken by the participants to measure their change in well-being before and after the intervention.

**Results** Results showed that most participants reached a greater awareness towards their own behavioral strengths, well-being and self-image. The intervention gave the possibility to get in contact with oneself and therefore the intervention was found effective according to participants. Nevertheless, there was no improvement of well-being shown among the participants according to the WEMWBS after two weeks.

**Discussion** The most prominent finding was that there emerged to be a positive change in awareness among the participants after two weeks of applying the intervention of Van den Driessche (2016). So the intervention is worthwhile in creating awareness in the participants after two weeks. However, an application over two months would increase well-being and a behavioral change which could be a great contribution for society because it has a decreasing effect on stress (Van den Driessche, 2016).

*Keywords:* well-being, self-image, recreation-time, intervention

## Introduction

### Demands and stress in society

The pressure to perform in life increased constantly. Volk (2014), the chairperson of the German Society for Supervision (DGSv), mentioned in an interview with *Süddeutsche Zeitung* in 2014 that challenges for employees increased, but simultaneously the time to complete these challenges decreased. A permanent need has emerged for optimization or profit, to remain competitive as an individual as well as an organization. This resulted in lower quality of work and less pride in one's work (Volk, 2014). The chairperson of the DGSv also stressed the constant fluctuation in organizations as a difficulty for employees. In the past, the position and/or working area of employees did not shift often as it does nowadays. Due to this process, a declining sense of belonging occurs, because there are constantly new people around to get used to. Therefore, cooperative support among the employees decreased (Volk, 2014).

Technikerkrankenkasse (2016) also recognized an increase of demands and stress not only in the work environment, but also in everyday life in the population. According to Morrison and Bennett (2009) one can think of stress as a stimulus. It expresses itself through stressful life events and external environmental factors, like when people focus their tension on an event such as migration or getting married. The opinion research institute 'Forsa' asked 1.200 adults about their stress experience in everyday life (Technikerkrankenkasse, 2016). The study reflected a cross section of the German adult population with differences in sex, age, education and region. It turned out that six out of ten people in Germany felt stressed, regardless of their occupation or private situation. 23 % mentioned that they often felt stressed out. This could have a devastating effect on mental and physical health and a negative impact on work productivity (Fink, 2016). Specifically, acute stress can cause difficulties in decision making, anxiety, mood fluctuations, mental disorders and physical diseases in most organ systems of the body (McEwen, Eiland, Hunter, & Miller, 2012). According to the Technikerkrankenkasse (2016), 62 % of the asked German adults mentioned that life today is more stressful than 15 years ago. Considering the tremendous impact of stress, there appears to be a strong interest in decreasing stress and focus on positive psychology in order to improve people's well-being (Froman, 2010).

### Positive psychology and well-being

Positive psychology focuses on helping people to reach a more successful and fulfilled life and to identify and promote their great talents (Tomoff, 2015). The idea of positive

psychology goes back to 1954 when Maslow invented the term of positive psychology (Snyder, & Lopez, 2009). The terms subjective well-being and happiness are key terms in the positive psychological domain and are both created to be the degree of how one perceives one's own life as a whole, or some particular domain of one's life (Powdthavee, 2009). Beyond that, positive psychology is a forward-looking orientation which allows a more hopeful, productive and satisfying view on the future for people who have to go through a lot of challenges (Froman, 2010).

Research of Hartley and Sutton (2013) has shown that low expectations and deficit thinking lead to low achievements. Participants tended to believe and innate patterns of assumptions that were demonstrated. A suspension that hypothesized deficits among people can create conditions for what has been described as 'stereotype threat' (Steele, & Aronson as cited in Craven et al., 2016). Regarding the great negative effect that this way of thinking has on the mental health, one should consider focusing on the application of strengths in daily life. Confronting and demonstrating humans their strengths can create subjective well-being, physical health and quality of life in general (Seligman, Steen, Park, & Peterson, 2005).

According to Diener (2000), subjective well-being referred to people's thoughts and feelings about their lives - more specific, how they would evaluate and rate their experience. To increase one's own well-being, Rogers (as cited in Neff, 2003) emphasized the importance of a nonjudgmental and kind view on oneself and therefore a positive self-image. Also Ellis (as cited in Neff, 2003) highlighted the need of 'unconditional self-acceptance'. The researcher even described it as an intrinsic aspect of existence and the key to psychological well-being. Thus, developing a self-image of tolerance for the insecurities in life and approval and forgiveness of one's own limitations. Santos-Pinto and Sobel (2005) saw that differently, and presented the assumption of a self-image as increasing positively when an individual perceives a task as easy and has command over a number of different skills needed for the task. Thus, a positive self-image seemed to have a positive impact on subjective well-being.

Another aspect that seemed to have a positive effect on well-being is recreation time. Tkach and Lyubomirsky (2006) indicated evidence for the effectiveness of the positive psychological domain. The researchers found that applying several strategies predict happiness and therefore well-being for the participants. One of the strongest unique predictors of current happiness was active leisure. Consequently, it appeared that recreation time is crucial to become happier and therefore develop a higher well-being.

### Intervention 'Kracht voor tien'

According to Ryan and Deci (2001) happiness can be viewed in two different ways. First, the hedonic approach illustrates that well-being can be seen as happiness in terms of pleasure attainment. Second, the eudaimonic (welfare or happiness) approach pointed out that well-being mirrors how much a person focuses on meaning and self-realization in order to develop into a fully functioning person. It appeared that there are parallels in positive psychology between the view of Ryan and Deci (2001) and a relatively new intervention of Van den Driessche (2016) who developed 'Ten principles to get the best out of yourself.' The work- and organizational psychologist wrote the book "Kracht voor tien", wherein the author introduced a modern intervention on how to improve one's own behavioral strengths. In her book, Van den Driessche distinguished between behavioral strengths that focus on the internal self and behavioral strengths that focus on the self in relation to the surrounding. The strengths that focus on the self, include, for instance dealing with oneself, taking time for oneself and finding oneself valuable. Van den Driessche developed six behavioral strengths, that concentrate on the self and referred to as 1) *Be yourself*, 2) *feel what you need to feel*, 3) *take care of yourself*, 4) *enjoy intensively*, 5) *empty your head* and 6) *approach the positive* (Appendix 1). The behavioral strengths that focus on the self in relation to the surrounding include being self-conscious in contact with others and leading an organized life. In order to reach that, Van den Driessche developed four additional behavioral strengths that concentrate on the self in relation to the surrounding: 7) *Take a step forward*, 8) *control your problems*, 9) *connect yourself with others* and 10) *cherish your loved ones* (Appendix 1).

In the following, the parallels between the intervention of Van den Driessche (2016) and the approach of Deci and Ryan (2001) are explained. The internal-self strengths of Van den Driessche (2016) reflect the hedonic approach, considering, for instance *enjoy intensively* which supports people to enjoy and value more situations and moments in life. Also *approach the positive* helps to view, assess and evaluate situations in a positive manner (Appendix 1). Van den Driessche (2016) explained that the internal-self strengths include getting to know the own feelings, thoughts, body, awareness, sensory sensation and the interaction between these parts. Specifically, these principles will, according to Van den Driessche, help individuals: to accept themselves, to develop an awareness of their own emotions, to rate themselves as valuable, to enjoy as much as possible, to free their mind and to think and evaluate memories in a positive manner.

The strengths of Van den Driessche (2016) that focus on the self in relation to the surrounding reflect the eudaimonic approach, considering, for instance *take a step forward*

which represents the ability to organize peoples' lives in such a way that they reach their goals (Appendix, 1). These strengths guide the individual when he or she is handling problems, challenges or other people. Specifically: The individuals should improve their ability to organize their lives and to solve their own problems, dedication in a social environment and appreciation of one's family members and friends (Van den Driessche, 2016).

To innate these behavioral strengths (also named behavioral principles) and thereby increase subjective well-being, there exist three steps in this changing process: From *insight* through *experience* to *habit* (Van den Driessche, 2016). Concretely, the intervention contains the explanation of the behavioral principles and the process of scoring and monitoring behavior. The task for the participants is to score and monitor their own behavior on the above mentioned behavioral principles each day. Therefore, the participants get the scoring and monitoring sheet (Appendix 6) developed by Van den Driessche whereon the behavioral principles are explained. Further, the participants should try to consciously apply their behavioral strengths during the day in order to get an *insight* of the strengths. By applying them regularly, the participants *experience* these strengths. By innating these principles, they become a *habit*. This whole process takes two months according to Van den Driessche (2016). In this research however, the task for the participants is to score and monitor themselves on the above mentioned behavioral principles over a period of two weeks.

### Current research

Through internalizing these strengths, Van den Driessche wants the participants to develop a higher well-being, an improvement of the personal perception by recognizing own inner strengths and experience these. Due to this process, the intervention may help the participants to get to know themselves more consciously through being in contact with themselves and others. The intervention focuses on self-care and encourages participants to continuously be aware of themselves and how they feel (e.g. *take care of yourself, enjoy intensively, approach the positive, empty your head*) and to be in a productive and positive contact with others (eg, *Connect yourself with others, cherish your loved ones*). According to Lustyk et al. (2004) the application of self-care had a direct effect on well-being which highlights the relevance of this research. This study could also form a basis for further research into this positive psychological domain considering the novelty of the scoring and monitoring sheet of Van den Driessche (2016). Thus, this research will focus on the opinion and experience of participants about the 'Kracht voor tien' intervention to get insights about the effectivity of the

intervention. This provides the evaluation of the 'Kracht voor tien' intervention of Van den Driessche (2016).

As the intervention will be applied in this study, the following research questions are formulated:

1. *How does well-being change among the participants after scoring and monitoring oneself on ten positive behavior principles over a period of two weeks?*
2. *How can applying this intervention over a period of two weeks enhance the participants' self-image?*
3. *Can recreation time help to increase the participants' well-being?*
4. *How did the participants experience the intervention?*

From this the following hypothesis is derived:

*Scoring and monitoring oneself on ten positive behavior principles applied over a period of two weeks increases subjective well-being.*

## Methods

### Design and Participants

The research took place in a pre-post test design and was applied using semi-structured interviews and a questionnaire to measure subjective well-being. The participants were recruited by convenience sampling, because it is the most commonly used sampling method and has the advantages that it is less expensive and that there exists no need for a list of all the population elements (Acharya, Prakash, Saxena, & Nigam, 2013). The following inclusion criteria for participants were applied: 1) The ability to speak, read and understand the German language and 2) being over 18 years old. The exclusion criteria were that 1) the participants did not have the ability to speak, read and understand the German language, 2) were younger than 18 years old and 3) were in treatment by a doctor for their mental health.

People who met the mentioned inclusion criteria above were asked to participate. In total, the study included five participants of which three were female and two were male with an age ranging from 22 to 59 years ( $M = 37,4$  ;  $SD = 18,47$ , table 1). The aim was to approach participants of different ages and gender, in order to represent a heterogeneous population. Three of the participants of this study were between 21 and 27 years old, one was 56 years old and one was 59 years old (table 1). The participants were recruited out of the researchers' social environment. The researcher is a bachelor student at the University of Twente, The Netherlands. Three of the participants were students and the other two followed an occupation in a medical health center. All of the participants stand in personal relation to the researcher.

Four of the participants were friends or in the outer personal circle of the researcher. One participant was a third degree relative of the researcher. This made it possible to conduct a fluent interview and participants felt free to answer all questions.

Table 1

*Descriptive statistics of participants*

Classification	Category	Frequency
Gender	Male	2
	Female	3
Age	22	1
	23	1
	27	1
	55	1
	59	1
Occupation	Bachelor student	2
	Master student	1
	Hospital nurse	1
	Employee in the specialist service of a health facility	1

## Materials

### Interviews

Two semi-structured interview schemes were developed (Appendix 2 and 3). The schemes were checked and approved by two experts in the psychological domain. Further, the schemes were based on the intervention of Van den Driessche (2016) and the formulated research questions. One interview scheme was developed for the exploration-interview, in which participants were asked questions about, for instance, their current perceived well-being or view on their self-image and one interview scheme was developed for the evaluation-interview, which was conducted two weeks later. In the evaluation interview, questions were asked, for instance about the evaluation of the intervention and their perceived changes in well-being of the last two weeks. Both interviews had a hierarchical scheme. To improve the research instrument, two pilot exploration-interviews took place before the official data collection started.



The interview scheme of the exploration-interview consisted of the following main topics: 1) perceived image of society, 2) perceived well-being, 3) perceived resilience, 4) perceived self-image, 5) recreation time and 6) expectation of applying the intervention “Kracht voor tien” (table 3).

After two weeks, the evaluation-interview took place, which consisted of the following main topics: 1) experience of the intervention “Kracht voor tien”, 2) perceived changes in well-being, 3) perceived changes in resilience, 4) perceived changes in society, 5) perceived changes in self-image and 6) changes in recreation time (Appendix 3).

Table 3

*Main topics and example questions of the exploration-interview*

Topic	Example Question
Perceived image of society	“How do you deal with a society that is becoming more and more demanding and complex?”
Perceived well-being	“If you would describe the term well-being, which definition would you give?”
Perceived resilience	“What importance do you attach to resilience?”
Perceived self-image	“Which behavior or properties of yourself are you satisfied with?”
Recreation time	“What do you do in your recreation time?”
Expectation of applying the intervention “Kracht voor tien”	“What do you expect from daily scoring and monitoring yourself on the ten behavioral strengths?”

Table 4

*Main topics and example questions of the evaluation-interview*

Topic	Example Question
Experience of the intervention “Kracht voor tien”	“How did you experience scoring and monitoring yourself?”
Perceived changes in well-being	“To what extent has your awareness changed considering your well-being?”
Perceived changes in resilience	“Did you start to think differently about the importance of resilience?”
Perceived changes in image of society	“Has something changed in your awareness with regard to your position in the society, if so then what?”
Perceived changes in self-image	“Has the intervention changed your opinion about yourself?”
Changes in recreation time	“To what extent do you classify your free time differently?”

## Questionnaire

A questionnaire that was additionally administered before and after the intervention “Kracht voor tien” was the Warwick-Edinburgh Mental Well-being Scale (Bachinger, & Lang, 2013). The WEMWBS was developed by the University of Warwick and the University of Edinburgh. The aim of the scale was to measure mental well-being itself, which includes for instance resilience, skills in relationship and conflict management (Stewart-Brown, & Janmohamed, 2008).

This questionnaire consisted out of 14 items, which could be answered on a 5-point Likert scale ranging between ‘never’ to ‘always’. The 5-point Likert scale of the WEMWBS was ordinal. The participants could rate the degree to which they agree or disagree with the statement. Further, the questionnaire comprised positively worded items relating to different aspects of positive mental health (e.g. ‘I’ve been feeling optimistic about the future’; ‘I’ve been feeling close to other people’) (Stewart-Brown, & Janmohamed, 2008).

The following hypothesis was tested: *“Scoring and monitoring oneself on ten positive behavior principles applied over a period of two weeks increases subjective well-being”*. According to Tennant et al. (2007) the WEMWBS has a good content validity and the reliability shows a high value with a Cronbach’s alpha score of .91 in a population sample.

## Procedure

The Ethical Committee of the University of Twente has approved this research. The participants were contacted via WhatsApp with a recruitment message, which consisted of the subject, purpose, content and duration (in total, for two interviews: 60 to 120 minutes) of the study. Further, the participants were informed that their data would be anonymized and the contact information of the researcher was given in case of additional comments or questions about the research. The information that has been given can be seen in Appendix 4.

After the acceptance of the participants an appointment was made for the exploration-interview. In all cases, the researcher visited the participants at their home, because of less disturbance and the participants felt more comfortable in a private environment to openly answer all questions. The interviews were conducted in German and the mentioned topics and example questions were translated analogous.

The exploration interview started with a brief introduction to the intervention "Kracht voor tien" and its relevance. An explanative overview was given about the ten behavioral principles that the participants should read. The scoring and monitoring sheet was also shown and explained by the researcher. Subsequently, any questions or comments were clarified.

The approximate duration per interview was indicated (approximately 30 to 60 minutes) and permission for recording the conversation on cellphone and laptop were given. In addition, the participants were assured that they could cancel or stop the interview at any time. The researcher explained that the data would be anonymized and asked the participants to sign the Informed consent form (Appendix 9), wherein the same information was provided for the participants. A standardized interview scheme was used, in which each participant received the same information before, during and after the interview.

The exploration-interview consisted of demographical questions and questions about their self-image, well-being and additional information (Appendix 2). After executing the interview, the researcher thanked for participating in this research and asked for additional comments and unsolved questions. Then, the researcher asked to fill out the WEMWBS, which measured their perceived well-being during the last two weeks. After this, the participants were asked to apply the intervention "Kracht voor tien" for the next two weeks. The participants received the scoring and monitoring sheet from the researcher with instructions of the behavioral strengths. The researcher explained that the task is to score and monitor oneself on the ten behavioral principles (Appendix 1) each day in the evening for the next two weeks. Further, the scoring ranges between 1, which means never or not applied and

10, which means perfect or excellent applied during the day. The researcher asked the participants to try to apply it consciously in order to support the process from *insight* to *experience* to *habit* (Van den Driessche, 2016). An example was given for the behavioral principle *take care of yourself* (Appendix 2, point 7).

Afterwards, the researcher planned the next appointment in two weeks after applying the intervention “Kracht voor tien” and therefore filling in the scoring and monitoring sheet.

After approximately two weeks, the second appointment took place, where the researcher conducted an evaluation-interview with the same participant. During this interview questions were asked about the participant’s experiences with applying the intervention and how they think their behavior or awareness had changed through the intervention regarding their well-being, self-image and other aspects (Appendix 3). Again, an overview was given of the aim of the interview, namely evaluating the participant’s experiences with regard on the intervention. Information on duration, recording and anonymization was provided.

In case of misunderstandings, the researcher was allowed to paraphrase questions without departing from the original intention. The interviewer was permitted to ask follow-up questions that were not explicitly mentioned in the interview schemes during both interviews in order to gain more information and make the conversation more fluently.

Also after the evaluation-interview the participants were asked to fill in the same questionnaire again (WEMWBS) to see a possible change in well-being. Then, the researcher showed the scores of the first WEMWBS and the second WEMWBS. It was explained that higher numbers mirror a higher well-being among all questions. So it was mentioned that a 1 indicates a low expectation of experienced well-being and a 5 a high expectation. In addition, the participants were asked if they see a difference between the results of the first WEMWBS (before the intervention) and the second WEMWBS (after the intervention) and how they can explain this. This was the last question and the researcher thanked for the participant’s time and openness and asked if there were any additional questions or remarks. Also, the participants were informed that they can get insight into the results of the research. Lastly, all participants took part voluntarily and did not get any credit or payment for their collaboration.

## Analysis

### Interviews

All semi-structured interviews were recorded on a mobile phone and a laptop and transcribed verbatim in Microsoft Office Word. The transcripts were subsequently uploaded to the software program Atlas.ti 8, which is a program for qualitative data analysis. The researcher

read them multiple times to familiarize with the data. Afterwards, codes were identified to cover meaningful text fragments that could answer the research questions. Through the program, patterns and relations are made visible for weighting and evaluating their importance. The program has proven its efficacy in several research fields, also often in psychology (Atlas.ti, 2018).

The transcribed interviews were carefully read and all of the statements the participants made, were systematically coded by one researcher. In total, there were 10 interviews conducted, by each participant one exploration-interview and one evaluation-interview. The program allowed to apply categories, called code groups. For instance, the codes *positive self-image* and *negative self-image* were summarized to the category *self-image*. For the exploration-interview there were 22 codes divided into 6 categories and for the evaluation-interview there was one category adjusted, namely *experiences with the intervention* with the codes *negative experiences*, *positive experiences* and *suggestions*. Thus, in total there were 7 categories implemented with 25 codes (table 6, Appendix 10). This process was an interactive development through a combination of an inductive (bottom-up) and deductive (top-down) coding. This combination was applied because it was crucial to cover all important text fragments that could answer the research questions. The theoretical background of positive psychology gave an index of important questions and therefore codes (top-down). One example for the top-down coding was the code group *self-image*, divided into the codes *positive self-image* and *negative self-image* (Rogers as cited in Neff, 2003: Which behavior or properties are you satisfied with?). Another example were the codes *negative experiences with the intervention*, *positive experiences with the intervention* and *suggestions for improvement* of the code group *experiences with the intervention* (Van den Driessche, 2016: How did you experience the scoring and monitoring?).

However, to guarantee that all meaningful statements of the participants were coded, there was also a bottom-up approach applied by investigating the statements of the participants for important information. Thereby it was possible to create a coding scheme covering all meaningful statements of the participants (Appendix 7). The code scheme (table 6, Appendix 10) shows all of the codes with the definitions, their code groups and example quotations. After conducting the interviews, the answers of the participants were transcribed literally. Names and places that were mentioned by the participants were anonymized in the transcripts.

## Questionnaire

The data of the WEMBMS of the participants were analyzed through SPSS version 23. SPSS stood originally for Statistical Package for the Social Science and is a popular tool for statistical analysis in social science (Quintero et al., 2013). In SPSS a paired dependent t-test was applied to compare the values of two related groups on the same dependent variable. The base-level well-being of the participants was compared to their well-being after two weeks, to investigate whether the intervention had an effect on their well-being. The hypothesis being tested was: *“Scoring and monitoring oneself on ten positive behavior principles applied over a period of two weeks can increase subjective well-being.”*

## Results

In total 25 codes were identified, which were grouped into seven categories: 1) perceived well-being, 2) perceived resilience, 3) perceived self-image, 4) recreation-time, 5) perceived society, 6) personal development and 7) experiences with the intervention. In order to answer the research questions, the researcher focused on the categories *well-being*, *self-image*, *recreation time* but also *personal development* and *experiences with the intervention*.

### Change in well-being due to creating awareness on inner strengths

#### The exploration of well-being

In order to answer the first research question (How does well-being change among the participants after scoring and monitoring oneself on ten positive behavior principles over a period of two weeks?) the results from the code group *perceived well-being* during the exploration-interview are described. After that, statements about perceived well-being during the evaluation-interview are described, with the purpose of finding out whether there was a perceived change among the participants in well-being after the intervention and how well-being changed.

During the exploration-interview, participant A reported that well-being is important for her and the way she looked at well-being. The participant seemed to be aware of the importance of focusing on oneself. *“I think it's really important how you feel. Um, and that one never forgets (...) to always pay attention to yourself and focus the attention on yourself.”* (participant A, 22, female). Also, the participant mentioned that she experienced a great amount of stress in life and therefore tried to concentrate on positive experiences rather than letting negative experiences hold her down. To feel better she emphasized the focus on a positive view. *“I think it's important to concentrate on positive things in such a stressful*

*everyday life. Because I believe in today's society, it's often the case that we quickly focus on negative things and cling to them, and I think that, of course, pulls you down"* (participant A, 22, female).

Another finding was that personal circumstances gave an indication for the current status of well-being of the participants. One example gave participant B, who wanted to start her master studies. She found it difficult to make the decision of starting this master, which seemed to decrease her well-being in beforehand. Thus, uncertainty seemed to have a negative effect on well-being. *"Well, not really good at the moment. Very low. Because I do not feel so comfortable right now and because there is a lot that is not going so well. (...) with what I want to do later. So also with the study that I start now. I am relatively unsure and I have the feeling that I am a bit unstable at the moment"* (participant B, 23, female). Participant D also talked about uncertainty. The participant was unsure about her mother's health status. By noticing negative thinking, participant D decided to take a break from everyday life to help herself break through the negative thinking spiral. *"Yes, that's the first time, around three to four weeks ago it started that I woke up and directly thought about how my mother is doing. And then I was really scared and thought, okay, I do not know that about me. And that's why I did this short vacation on Sylt to come to rest."* (participant D, 56, female).

Moreover, participant C stated that at his work, the department manager was ill and he had to take over his job. He pushed himself to give everyone a good feeling, which he experienced as extremely stressful. *"I have to direct matters now. And of course, you have to pay attention to the interests of the employees. Stupidly, one is trying to please everyone, which of course is not possible. Yes, and then it's back to the burden of your own health."* (participant C, 59, male). Participant D told how she increased well-being, for instance through meditation and that this was helpful in decreasing negative emotions and thinking patterns about her ill mother. *"Meditation. I really practiced it now, these two evenings. On Sylt. That's really hard to sit there and think about nothing. Because the thoughts about my mother circling like a spiral in my mind. Is she properly supplied? Is she lying there like that? And that is very exhausting."* (participant D, 56, female).

#### The evaluation of well-being

The results showed that especially participant A and D noticed a positive effect, because they behave more consciously towards themselves in order to strengthen their well-being.

*"Above all, I have paid more attention to how I am doing through these first three principles and that I am currently not doing so good has*

*nothing to do with the intervention, but I think I perceive everything more consciously, take me as a person as number one, which I usually never do. (...) And now I consciously take more time for myself and will also drive to the sea next week and take a little break. Just because I told myself I need that now. So I just paid more attention to how I feel and what I need to feel.”* (participant A, 22, female, Appendix 8 A)

The participant also mentioned that the behavioral principle *enjoy intensively* helped her a lot to feel better because thereby, the participant experienced less stress and concede herself to put the study material away and relax.

*“(...) Enjoy intensively was really important for me, because I said to myself, you can put yourself under pressure, sit down on your portfolio with headache and too many thoughts. And I just believe that I then looked at the principle and then told me, okay you leave that now and go into bed and do something else and put that away now. (...)”* (participant A, 22, female, Appendix 8 A)

Participant C mentioned that he felt more relaxation due to the behavioral principles. Above all, the behavioral principle *connect yourself with others* helped him to relax. Beyond that, it motivated him to ask for help or criticize people constructively. This helped him to let go negative thinking patterns, sleep better at night and therefore gain a better overall well-being.

*“In particular, this real shutdown, you can tell, if you mentally disconnect, that you refrain from problems and that it is then already better. Take rest and time out, so especially empty your head and connect yourself with others has helped me a lot. (...) Now I have contact to more people, but that's also really interesting, that's what I'm so conscious in the conversation above all.”* (participant C, 59, male, Appendix 8 C)

Also, the participant experienced *connect yourself with others* as supportive because he was able to break through his habit of not giving tasks away. This led him be more open towards others and experienced this as positive. *“Yes, by talking to the people, I found that to be positive and (...) I also realized that I was more willing to give up work and activities. That was the consequence.”* (participant C, 59, male). Further, the intervention had a powerful effect on participant D and she emphasized the importance of the behavioral strength *approach the positive* in correlation to well-being.



*“I think ‘approach the positive’ that has to do the most with well-being for me. Because this positively going towards something (...) that the view before already is more positive and then you already are in good spirits in advance and then you have thought something through and then it changes. So I think I have benefited through that already in the well-being.” (participant D, 56, female).*

The outcome of the first research question (How does well-being change among the participants after scoring and monitoring oneself on ten positive behavior principles over a period of two weeks?) was that the participants did not reach a change in well-being after two weeks of scoring and monitoring on the ten behavioral principles but gained more awareness towards themselves and others.

### Enhancing self-image due to creating awareness on inner strengths

#### The exploration of self-image

For the purpose of answering the second research question (How can applying this method over a period of two weeks enhance the participants’ self-image?) the statements from the codes *positive and negative self-image* were investigated. First, there are statements about self-image during the exploration-interview (before the intervention). After that, there are statements about self-image during the evaluation-interview (after the intervention) presented and explained.

Beginning with positive aspects, participant A stated that she likes about herself that she is polite and has the capacity to love and be loved. *“I am very happy that I am very polite person.(...) I once did a strength test and I believe that I have the capacity to love and be loved in me because (...) when I let people into my life, they are in there and they stay.”*

(participant A, 22, female). Moreover, participant B said that she likes her positive nature and that friendships are important to her. *“Even when I’m feeling really bad I still somehow hope and think of the Positive. (...)I do care how others are doing. That I am empathetic and my friends are important to me.”* (participant B, 23, female). Further, participant D mentioned that a high loyalty, responsibility and forcefulness represents her. *“Um, well, I think what makes me stand out the most is such a strong loyalty, if I just have that kind of topic or stand in a position, I feel very loyal too. For example, to the employer or, for example, the family. And I take responsibility (...). And I have something strong too.”* (participant D, 56, female).

Moreover, negative aspects about the self-image were mentioned by the participants like being theatrical or the need to please everyone. Participant A was afraid of being

overwhelmed by her problems because she suppressed these a long time. *“Unfortunately, 2018 (...) did not start so well for me and I've already suppressed all this a lot. (...) I'm just scared, because I'm someone who is very theatrical, that if I allow all these negative thoughts, that then like a wave comes over me and then I am just crying in the beginning”* (participant A, 22, female). Participant C mentioned that he is not that satisfied with his behavior when he had to demand something from other people. At work this happened sometimes and he did not like being in that situation. *“My behavior, when I have to enforce something from other people, that, and then I think that that does not suit them”* (participant C, 59, male). Further, participant D mentioned that she had difficulty with the behavioral principle *control your problems* and that she thinks that this mirrors a less strong characteristic of her. *“I think I'm much too emotional to control my problems. So if I have a problem, especially on the relationship level, I'm totally emotionally involved. And sometimes I wish I was more tactical and less emotional. (...)”*. Participant E reported that his self-image is depending on with whom he compares himself to. *“But sometimes there are moments like that, these are usually moments at the university. Where I just notice, other people are cognitively on a higher level than me. (...) Actually, I consider myself to be an intelligent person, but there are always people who can do something better.”*

#### The evaluation of self-image

The most important finding here was that the participants recognized new strengths which encouraged them to believe in themselves. Due to the conscious application of the intervention, the participants realized what behavioral principles they already have developed and applied in their life. Besides, they challenged themselves in developing and improving in other behavioral principles they did not implement until then.

Negative life circumstances forced participant A to hold on to the first three principles to focus more on herself. Thus, participant A allowed herself to take more time for herself in order to receive relaxation and therefore strengths. *“Through living more consciously, I realized, it's okay, if you cancel and withdraw. And that I said to myself, this is a side that I do not know from me, but it is now there, after what has happened now [cries].”* (participant A, 22, female). On the question in which behavioral principles participant A improved the most, she was very certain and named the first three behavioral principles *be yourself, feel what you have to feel and take care of yourself*. Through these she realized that it is okay to focus more on oneself, especially, when one does not feel good. Thus, she still seemed to see herself as valuable and therefore had a good self-image even when negative life circumstances pulled

her down. Further, participant B learned due to *connect yourself with others* that asking for other people's help does not have to feel bad. She experienced this positively and thereby herself as a more open personality (compare participant C). *"Through connecting yourself with others, I have approached others more and also (...) that I asked for help. (...) I have revealed more of myself and was more open, I think."* (participant B, 23, female).

For participant D the behavioral principles were helpful in order to recognize her strengths, especially when regarding the behavioral principle *take a step forward*. Overall, she gained awareness towards herself due to the behavioral principles and made her self-estimation more explicit and vigorous. *"(...) I find this totally encouraging that I am so good at taking a step forward. (...) That has changed my self-image a bit by making it simply clearer. And some things make me very proud and in other things I think then, yes you have to tackle."* (participant D, 55, female). Despite the positive aspects the intervention had for most participants, it was difficult for participant B to perceive herself differently after (only?) two weeks. *"(...) The intervention has helped, but it still strikes me hard to be positive. I think if you would apply it longer, that it can change then."* (participant B, 23, female).

For the purpose of answering the second research question (How can applying this intervention over a period of two weeks enhance the participants' self-image?), participant A and D gained an enhanced self-image by being more aware towards themselves and listening to their mental state. The intervention has helped to make their self-image clearer to them. The other three participants did not experience a change in their self-image through the intervention.

### Change in well-being due to increased recreation time

#### Exploring Recreation time and Well-being

Following the third research question (Can recreation time help to increase the participants' well-being?), statements from the code group "*recreation time*" are summarized. All of the participants emphasized that recreation time is valuable for a high well-being. Pursuing hobbies and meeting friends are important indicators for enjoying recreation-time and therefore increasing well-being. There were also statements about mentally disconnecting and relaxing in recreation time named as another important indicator for well-being. Participant A highlighted the contact with friends in her free time as increasing her well-being.

*"I already said that I have a lot of free time right now. Or do not have, but take. I take the time. Um, I meet a lot of friends. And it's above all friends that I've known forever, with whom I have already*

*experienced great things. Especially my friends from New York. For me these are just really great friendships that have helped me in times where I was a completely different person. And I'm always happy to meet these people. And I think it also strengthens in my well-being."*

(participant A, 22, female).

Participant B emphasized relaxation as a valuable input to get rest and therefore regain strengths. *"It's very important that you do things in your recreation time that relax you. Because you can also regain your strength, for example, if you have stressful phases or something."* (participant B, 23, female). Further, participant C recognized when he pursues his hobby he can relax. *"(...) Lately I don't play so much chess anymore, but otherwise it was really like that and then you were there among people you know well and then you just relax."* (participant C, 59, male). Participant E stated that only in recreation time one can self-actualize and do things that are valuable for oneself. *"In your recreation-time you can do the things that are important to you. There you can actualize yourself and that's just the 'creme de la crème' of well-being. Actualizing yourself in your free time."* (participant E, 27, male).

#### Evaluation of Recreation time and Well-being

One interesting finding was that, for instance participant A and C took consciously more time for themselves. Especially in participant A's life there were other circumstances that made her change her leisure activities because she felt a loss of energy due to the problems at home. Through the intervention she could allow herself to relax more, reward herself for that and not feeling bad.

*"At first, I did a lot of things with friends, but at the moment I have a lot of time for myself and in bed and it does not make me much sadder now either. And I believe that by being a very theatrical person, I am someone who has to feel and live out her sadness. That's why it would be wrong for me to sit down and say everything is great. That's why I spend a lot of free time in bed, but that does not mean it's bad. I just need that, I allow my feelings."* (participant A, 22, female).

Further, participant D reported a conscious shift in well-being due to the behavioral principles *enjoy intensively* and *approach the positive*. She was able to value positive events more and perceived everything much more aware. *"I think I do not fill my free time differently, but it's just that I accentuate it differently. For example, 'enjoy intensively' is a topic and 'empty your*

*head', then this positive view that comes so slowly. (...) It is also more conscious and appreciates a lot more.*" (participant D, 56, female, Appendix 8 D). Participant D also seemed to be more confident and powerful due to the intervention because she was more vigorous. She mentioned that especially in the exploration interview she felt an indisposition towards the behavioral strength *control your problems* but due to taking this intervention as a challenge to compete this, she realized that she can do several things on her own, like fixing her motorbike by herself. Thus, addressing problems in recreation time made her more self-conscious.

*"Yes, right now the motorbike riding is so in the foreground and I think I'm a bit more energetic that it works. Well, yes, I've made sure that the bike is running, otherwise I'm there a bit hm yeah, how can I fix it and now I have not stopped so long I just thought, so I do that now and there was such an energy. It seems somehow powerful."*  
(participant D, 56, female).

Additionally, participant C consciously took more time to relax for himself in his recreation time after the intervention. *"(...)I have to say a little bit more for myself. That I can relax by reading or going for a walk. So that I take more time for myself."* (participant C, 59, male).

Answering the third research question (Can recreation time help to increase the participants' well-being?), results have shown that recreation time had a positive effect on well-being for all participants. Further, each participant valued recreation time with a high importance for a balance in stressful everyday life. The behavioral principles appeared to have a strengthening effect in filling in the recreation time differently, focus more on relaxation and value oneself more which also influenced well-being of the participants.

#### Evaluation of the intervention ,Kracht voor tien'

For answering the fourth research question (How did the participants experience the intervention?) the statements from the code group *"experiences with the intervention"* were investigated. In total, there were both negative and positive experiences and suggestions for improvements made by the participants.

First, the negative experiences with the intervention are discussed. Participant A found it distressing to see her own lower scores. These scores were caused by life circumstances she went through. *"So that got me down already, that the values were so low and also that I thought then oh you did not make it today and when you just then in the comparison see, oh five days ago you were on an eight and now you have only a two. That pulls you down (...)."*

(participant A, 22, female). Further, participant B experienced the time as too short and the task to score herself every evening sometimes as stressful because it was something additional she had to do. *"Too little time and I found it difficult to think about it every evening or when it was so stressful, so of course that helped to calm down, but it was exhausting anyway."*

(participant B, 23, female). Three behavioral principles were experienced as displeasing by participant B because she felt like she did not have the energy to apply these principles. She said that these principles are her weaknesses. *"Empty your head and take a step forward and also approach the positive, because that costs so much power."* (participant B, 23, female).

There were also suggestions for improvements made by the participants. For instance, participant A stated two behavioral principles were not relevant for her because she said she recognized that she needs to focus on other topics more like the principle *enjoy intensively*. Also, she experienced 10 principles as too much to focus on. Her last advice was to adjust a row for notations in order to reconstruct a day for oneself to have the opportunity of seeing important life events that could have affected the scores.

*"Exactly, so I would change for me 'empty your head' and 'take a step forward' in 'live in the here and now', because I think that is more valuable for me. (...) And not 10 concepts at a time. Maybe start with fewer and treat them then really intense and reflected and then slowly take some principle to it. Because 'enjoying intensively' or 'approaching the positive' was also a bit harder for me. And that maybe you write down what happened, just so that you have an overview and do not get scared and look at the scores and just startle. So a column for notes, where you can then write 'exam' or 'nice meeting with Lea' or something."* (participant A, 22, female).

The suggestion of offering the opportunity to write down notations was also made by participant B, D and E. Participant B emphasized this option because she wanted to remember why she felt a specific way. *„Yes, I wanted to write something to it, so that I can see in hindsight again, why I was feeling so bad or good. To see for yourself again, why you have such a high or low score. Otherwise you forget that immediately."* (participant B, 23, female). Moreover, participant D highlighted the opportunity of making notations because she was interested how one in the beginning defined a 10 for the behavioral principle *enjoy intensively* and how one defined that in the end.

*„So, somehow still such a diary with such keywords, which can then point out, what I meant by that day. So to get more personal and*

*maybe even more open. And you change so synonymous in the review and that you can read that again, how I have seen in the beginning, 'enjoy intensively' and how do I define that now and what I have in mind now.*" (participant D, 56, female).

One interesting finding by participant D was that some behavioral principles were correlated so that when one principle was very high another one was lower because of that. *"I just realized that something is related. Take a step forward is totally my thing and the more intensively I have done that, it has sometimes influence the expense of enjoyment. (...) So the more intense one is, then it decreases the other."* (participant D, 56, female).

Participant E mentioned that he found that the scoring sheet did not offer enough possibilities to remember some situations. When there was a positive situation one day and he filled in a 10, he was not able to recover the situation by memory. *"Yes, the scoring system I find very reduced somehow. For some things, I would like to have a comment line to justify the points in front of me."* (participant E, 27, male). Participant C had no suggestions for improvement.

There were also positive aspects named about the intervention. Participant A, B and C mentioned specifically that they gained a lot more awareness towards themselves and others. Above all, participant A stated that she values herself and general her life more positively.

*"I believe that one goes through life much more consciously and I think that is a very valuable and positive experience that provides the principles. (...) That one learns to accept oneself, which I have learned a great deal and therefore leave the negative behind. I mean, it did not work out so well for me due to personal stuff, but if I did the intervention again, that would definitely be the case."*  
(participant A, 22, female).

Participant D had a high resistance towards the behavioral principle *control your problems*. By applying the intervention, she learned for herself that *control your problems* was a behavioral principle she was able to apply and was able to grow in. The participant mentioned that *approach the positive* supported her to approach situations in a positive manner, which improved her behavior in social situations and thereby her whole (life) situation. Further, *empty your head* was an important behavioral principle for her, because she needed to break through the negative thinking spirals about her mother.

*"Yes, control your problems was useful. There was the biggest resistance at the beginning and that makes me totally proud. And also take a step forward that makes me so proud that I am so good at it and*

*approach the positive, just something that can change the attitude to life, also totally valuable and 'empty your head' is so super important. So it all fits together and it came at exactly the right time."*

(participant D, 56, female).

Participant B mentioned that the intervention helped her when she felt bad, because due to the behavioral principle *take care of yourself* she allowed herself to enjoy already small activities. *"I had one evening when I turned on a candle and turned off the Internet and thought 'take care of yourself' and in general pay more attention to yourself."* (participant B, 23, female).

A more aware perception was an aspect which was also mentioned by participant C. He experienced activities more positively and valued them more during and after the activities.

*"It is pleasant, for example, my wife and I met with a befriended couple and that was really nice and we had fun together. (...) And then consciously in hindsight again to think so, wow that was again really pleasant and beautiful. And then on the walk home I thought that, without the intervention I would not have become so aware that I appreciate it that way. But I also noticed that sometimes, when I was filling the scores in, that I thought again, wow, that was nice."*

(participant C, 59, male).

Participants D and E emphasized their conscious thinking about their behavior due to the intervention. Additionally, Participant D experienced it as invigorating and refreshing. *"Yes, I thought that was just a good way to think about the day. (...) Yes it was stimulating, you got into gear."* (participant D, 56, female). Interesting for participant E was the process of consciously rethinking the day because he asked himself whether he did things that give him a high score on a behavioral principle.

*"Particularly interesting for me was the reasoning that was in my head. (...) Did I do that because I was angry with the person or because the person is important to me and I do not want to show it to her then. And yes, a lot has become more conscious, because if you somehow every day have to argue with yourself, why you enter this number there now, then of course you think more consciously"*

(participant E, 27, male).

Furthermore, the scoring and monitoring process was supportive for participant C because it improved awareness and thereby general satisfaction. *"So that I've already improved a few*



*points. So that makes you aware of it, so that you become aware of certain things and thereby become more satisfied”.*

By answering the forth research question (How did the participants experience the intervention?), the results showed that the participants experienced the intervention as supportive in order to get to know themselves and think about social or stressful situations they ran through more consciously.

In general, the intervention gave the participants insights of themselves and made them more aware of themselves. Especially participants A, C and D reported to be more conscious towards themselves and others. Participant B mentioned a bit more consciousness, but the participant also told that two weeks of the intervention are too short. Thus, there is no direct change in well-being, self-image or recreation time found. However, there was a modification in their consciousness which probably would manifest within two months. All of the completed scoring and monitoring sheets of the participants can be found in Appendix 8 A-E.

### Questionnaire

Table 5 indicates the mean and standard deviation of the participants before and after the intervention. A paired t-test, was used to determine whether the well-being of the participants will increase after applying the intervention of van den Driessche (2016). A paired t-test revealed that there was no significant effect of the intervention after two weeks ( $t = .71$ , d.f.=4;  $p < 0.52$ ). Only participants B, C and D scored higher on the WEMWBS after the intervention (Participant B (Pretest: 2.79, Posttest: 3.23), C (Pretest: 3.29, Posttest: 3.43) and D (Pretest: 4.07, Posttest: 4.29; table 5). Participant A scored after the intervention almost 2 standard deviations beneath the score before the intervention (Pretest: 4.00, Posttest: 2.21; table 5). Lastly, participant E scored lower on the WEMWBS after the intervention than before (Pretest: 4.07, Posttest: 3.64; table 5). By evaluating the results, there were no significant differences found. Three out of five participants scored higher on the WEMWBS after the intervention.

Table 5

*Mean and Standard deviation of the WEMWBS before and after the intervention*

	Pretest	Posttest
	M	M
	(SD)	(SD)
Participant A	4.00	2.21
	(1.07)	(1.15)
Participant B	2.79	3.23
	(0.67)	(0.80)
Participant C	3.29	3.43
	(0.70)	(0.62)
Participant D	4.07	4.29
	(0.59)	(0.45)
Participant E	4.07	3.64
	(0.46)	(0.81)
All participants	3,64	3,35
	(0.58)	(0.75)

## Discussion

### 'Kracht voor tien' intervention

The aim of this research was to gain more insight in the ten behavioral principles invented by Van den Driessche (2016) and whether it is possible to obtain more self-awareness by applying these principles over a period of two weeks. Van den Driessche discussed in her book 'Kracht voor tien' the term positive psychology and invented the scoring and monitoring intervention out of the positive psychological findings from research, conducted before. This research was relevant for society considering the high amount of stress people are confronted with in their life (Technikerkrankenkasse, 2016). The intervention provided the opportunity to focus on behavioral strengths and therefore being able to face the stress of today's society. It was expected that the results show proof for an increase of self-awareness in their self-image and well-being after applying the intervention over a period of two weeks.

## Findings

The most crucial outcome Van den Driessche (2016) mentioned in her book was that a behavioral change is recognizable after two months of applying the intervention. This could not be confirmed in the results because this study included an intervention of only two weeks. Despite that, the majority of the participants already gained an overall awareness towards themselves and others after two weeks. Looking at awareness, an effectiveness emerged after two weeks of application which shows the strength of the intervention of Van den Driessche (2016).

The first aim of this research was to examine how well-being changes among participants after scoring and monitoring oneself on ten positive behavior principles over a period of two weeks. The results have shown that well-being did not change due to the intervention. This was mentioned by the participants during the interviews and also appeared in the results of the WEMWBS. Despite that, some participants seemed to change their view positively towards life. They gained awareness and activities were valued differently. This matched the statement of Van den Driessche that a change in well-being and behavior can only occur after two months. Rogers (as cited in Neff, 2003) highlighted the importance of a nonjudgmental and kind view on oneself to increase well-being. This was also the intention of Van den Driessche (2016). The author developed the ten behavioral strengths to get the best out of oneself. Through applying the strengths each day Van den Driessche (2016) mentioned that it helps to accept oneself better, recognize strengths one already has and gain new strengths. By applying the scoring and monitoring intervention one recognizes strengths and awareness and therefore is able to gain well-being.

The second aim of this research was to investigate how the application of this intervention over a period of two weeks will enhance the participant's self-image. It was interesting that an awareness developed among some participants towards themselves and others. Research has shown that a positive self-perception had a positive effect on well-being. This emphasized the importance of both variables because there exists a mutual positive correlation between well-being and a positive self-image (Rogers as cited in Neff, 2003). Further, Santos-Pinto and Sobel (2005) assumed that the image of oneself increases when a person perceives a task as simple and possesses over the skills needed for the task. The participants gave reasons that the scoring and monitoring task was perceived as easy which could have led to a support of the self-image. The participants were unable to fail because every score was depending on the participant's own discretion and thereby was always

correct. Everyone in society would be able to apply the task easily and therefore would develop an improved self-image due to the scoring and monitoring task. So it could be a great contribution for society regarding the support the intervention would have on individuals. This can be underlined by Santos-Pinto and Sobel (2005).

The third aim of this research was to examine if recreation time helps to increase the participants' well-being. The recreation time was helpful and was perceived as time for self-actualization by participants. It supported all of the participants to relax and increased well-being. The results match with the research of Tkach and Lyubomirsky (2006) who found that active and passive recreation time is a strong unique predictor for well-being. Further, Erber as cited in Tkach and Lyubomirsky (2006) showed experimental evidence for reducing negative emotions by applying active recreation time among individuals. Also the study of Korpela, Borodulin, Neuvonen, Paronen, and Tyrväinen (2014) found evidence for a mutual influence of well-being and recreation time. This was also mentioned by participants of the current research. Thus, the actual intervention of Van den Driessche matched with the above discussed literature and has helped most participants to value their recreation time more and shift their focus in a more positive manner.

The final aim of this research was to analyze how the participants experienced the intervention. It was found that most participants experienced the intervention as supportive and valuable. They gained more awareness towards themselves and improved life in general due to a more positive view. The positive psychological research of Tkach and Lyubomirsky (2006) showed that an application of positive psychological strategies helped to increase well-being which match the positive view the participants of this research experienced after the application of the intervention "Kracht voor tien".

## Strengths and limitations

### Strengths

The strongest point of this research was the interview study design. The setting of the interviews could have influenced the answers of the participants. They probably felt relaxed at home. It was quiet so they could focus on the situation and answer honestly. This had a supportive effect in order to reach a large amount of qualitative data. Furthermore, the researcher gained information from the participants by means of several sources and also two moments of measurement. First, there was the exploration interview. General information about well-being, self-image and so on were asked in order to become familiar with their perception before the intervention. Then, the evaluation interview was examined. Again,

questions about the topics mentioned above were asked, after the intervention. Due to the qualitative design it was possible to gain a lot of information by the individual participants. Finally, the participants were asked to fill in the WEMWBS questionnaire. Thus, there were three sources to gain credible information to answer the research questions at two different measure moments. This was advantageous because it offers mutual validation of data and results for the development of a more coherent and complete picture of the investigated domain, whereas a monomethod research would have given less insights (Kelle, 2006).

Further, during the interviews it was found that the participants reached a higher level of self-awareness and got to know themselves better when looking at their strengths after two weeks. Even if the participants did not reach a higher well-being or behavioral change it was still recognizable that they were in a conscious process and that awareness about their own behavioral strengths could be increased within two weeks of time.

Another positive point of the study was the good content validity and high reliability of the questionnaire WEMWBS with a Cronbach's alpha score of .91 (Tennant et al., 2007).

#### Limitations

The greatest limitation was that only five participants took part in this study. This led to few insights of the discussed topics. Other participants would possibly explain the term self-image completely different and provide other insights about their well-being in front of the researcher. Thus, generalization of the results is limited. For future research, one could adjust this due to inviting more individuals to participate in order to gain a broader picture of the investigated terms.

In addition, only one researcher coded the interviews. This could lead to a limited perspective of analyzation of the data. Other researchers would eventually add other codes or code groups which would have provide another focus, regarding the data. Coding also depends on interpretation. Some statements were ambiguous and could have been coded with two or more different codes. That is why one researcher had to make a decision whereas two or more researchers would have argued with the purpose of making the most logical decision. In general, it is recommended to analyze qualitative data, like interviews by two or more researchers to verify the findings.

Further, two weeks for the application of the intervention were too brief to actually change behavior according to Van den Driessche (2016). For instance, one participant mentioned several times that the time to score and monitor behavior was too brief to really innate the behavioral strengths. An application of two months could have been way more effective in order to reach a change in well-being. However, this was not realistic in this study

because there was a limited time of data collection prescribed by the University of Twente which made it impossible to conduct the intervention over a period of two months.

Another potential negative influence on the data were personal life circumstances the participants experienced. Considering information out of the interviews a reason for a decreased perceived well-being after the intervention was experiencing negative personal life circumstances in some cases. For instance, one participant's close family member was diagnosed with a depression which led to anxiety among all family members. Another participant mentioned that both interviews were conducted during totally different life circumstances. During the exploration-interview he just finished a great study-abroad experience and was willing to change his lifestyle more positively. During the evaluation-interview he mentioned that his everyday life took over his good resolutions and therefore his well-being turned out worse. This could be a reason for a decline in well-being after the intervention.

## Recommendations

The interview-data provided ideas and recommendations about the design of the scoring and monitoring intervention.

A new idea that was recommended by most participants was a diary or a notation opportunity. It would also be possible to restrict on a diary, where at least two sentences per day and per behavioral strengths should be registered to recover how the behavioral strength was experienced and how one applied it. This would help to innate the strengths because awareness improves. The participants have to think more consciously about the day and really have to register examples. Even rereading will help to strengthen oneself. One could register a plus sign on particularly positive experienced days. Rereading these sentences on a less positive experienced day would help the participants to self-reinforce and feel better.

Through the interviews it became clear that after two weeks a change in consciousness already had occurred in many of the participants. They experienced less stress and more self-awareness, resulting in more indulgence. This showed that even a short-term application of an intervention out of the positive psychological domain can help to become more conscious and positive.

One modification of the intervention that would solve all of the suggestions for improvements would be an app where the participants could fill in their scores of each day. An app could remind the participants to take care of applying the behavioral strengths during

the day. Additionally, the app could compute the scores and the data would be storable. The data could be used for scientific research in the future. The participants would be able to write down a text to each behavioral principle in order to clarify how the score emerged and what specifically was experienced during the day. Another positive point is that the participants would then be able to deactivate some behavioral principles they do not want to focus on. An option to focus on only a few principles would satisfy the participants' needs. Thus, these adjustments would solve all of the mentioned suggestions and negative points, the participants expressed.

In the following, further recommendations for the evaluation and development of the intervention will be provided.

One recommendation for further research is a longitudinal and quantitative study with a representative sample. The participants could be tested over two months or more to get an insight in how well-being changes due to the intervention. Also exercises out of the book "Kracht voor tien" could be provided for the participants in order to support them more actively in their behavioral strengths.

Considering, that there was never done research in this form before, there exists a high relevance of how the participants experienced this intervention. The gained data could be used to evaluate and adjust the intervention to improve it for generating well-being in individuals.

## Conclusion

The overall aim of the research was to get insight in the scoring and monitoring intervention of Van den Driessche (2016) and how this influences well-being, self-image and recreation time of the participants and how they experienced applying the scoring and monitoring. It turned out that the intervention has caused more awareness among the participants regarding their well-being and self-image. The recreation time was valued with a high importance in relation to relaxation and well-being and the intervention in general was experienced as supportive and helpful to get to know new strengths and improve in existing strengths.

Applying the intervention over a period of two weeks led to positive changes in the awareness of their behavioral strengths of the participants. They reached a state of consciousness that could be enhanced by additional application of the intervention. Nonetheless, a change in consciousness after two weeks is a positive insight. This showed that the intervention "Kracht voor Tien" is worthwhile for the purpose of reducing stress and

raising one's own consciousness. This is a great contribution to today's society, as it supports longer use of behavioral strengths, but at the same time shows that even a short two-week commitment brings a positive change. Thus, this fundamental research should be applied over a larger time frame to get more insights and reach a change of well-being in society.



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## Appendix

### Appendix 1.

#### Ten behavioral principles

1. *Be yourself* means to respect and accept yourself how you are with your strong and less strong characteristics in front of yourself and others.
2. *Feel what you have to feel* means in contrast to suppressing the own feelings to be aware of positive and negative emotions. Driessche describes feelings as compass because our feelings show us which activities give us pleasure, which company suits us and where our limits lie.
3. *Take care of yourself* implies to see yourself as valuable and therefore care for yourself through for instance more physical activity, enough sleep and external appearance.
4. *Enjoy intensively* represents to percept, experience, intensify, recall, look up and looking forward. These six steps can be found in Driessche's 'Enjoyment cycle'.
5. *Empty your head* means to think about nothing through for instance concentrating on simple things like your breath or footsteps.
6. *Approach the positive* through for example the visualization (before), judgement (during) and evaluation (after) of a situation in a positive manner.
7. *Take a step forward* represents the ability to organize our lives in such a way that we reach the goals that are important to us.
8. *Control your problems* means to be aware of you problems, accept it and analyze how to solve it. Also, Driessche explains that problems have the potential to see them as possibilities and chances.
9. *Connect yourself with others* includes to find a good combination out of being social, assertive and diplomatic in contact with others and to be able to empathize.
10. *Cherish your loved ones* is directed to the private situation. Thus, being friendly and appreciative with your family members and friends (Van den Driessche, 2016).

## Appendix 2

### 1. Interview scheme

Scoring und Monitoring (Auswertung und Beobachtung): eine neue Methode zur Steigerung des Wohlbefindens

Teilnehmer:

Alter des Befragten:

Geschlecht:

Datum:

### Einführung:

- **Willkommen** und danke, dass du bei der Studie mitmachst und mich so unterstützt!
- **Vorstellung:** Ich studiere im dritten Jahr Psychologie an der Universität Twente in Enschede. Ich beschäftige mich in meiner Bachelorarbeit mit dem erhöhten Stress und den Anforderungen in der Gesellschaft. Dies schafft ein Umfeld von Unsicherheit und Hektik. Viele nehmen sich nicht genügend Zeit für sich selbst und können deshalb oft ihre eigenen Kräfte nicht erkennen. Es gibt jedoch einen Psychologen, der erkennt, dass jeder Mensch eine persönliche Kraft hat, die sein eigenes Wohlbefinden steigern kann. Linda van den Driessche sagt, dass jeder Mensch diese Kraft von Natur besitzt. Was oft fehlt, ist die Fähigkeit, diese Kraft optimal zu nutzen. In ihrem Buch "Kracht voor tien" (Business Contact, 2016) stellt sie eine innovative Methodik vor, die einem hilft, diese Kraft zu entwickeln. Die tägliche Auswertung und Beobachtung der folgenden Dimensionen (Verhaltensprinzipien) steht zentral:

1. Sei du selbst
2. Fühle, was du fühlen musst
3. Pass auf dich auf
4. Genieße intensiv
5. Leere deinen Kopf
6. Nähere dich dem Positiven
7. Mache einen Schritt vorraus
8. Kontrolliere deine Probleme
9. Trete in Verbindung mit anderen
10. Schätze deine Lieben

Die Aufgabe besteht darin, die Verhaltensprinzipien täglich für zwei Wochen auszuwerten und zu beobachten (diese Prinzipien werden im Folgenden näher erläutert und dem Befragten hier vorgelesen). Hierdurch soll gezeigt werden, inwieweit das Verhaltensprinzip umgesetzt wurde. Die Wertung kann zwischen 1 und 10 liegen. Hier steht "1" für "nicht" oder "nie" und eine "10" für "perfekt" oder "ausgezeichnet". Die Punktzahlen sind subjektiv, daher gibt es keine objektiven Kriterien dafür.

- **Ziel des Interviews:** Ziel dieses Interviews ist es, mehr Einblick zu gewinnen, wie du deine Stärken nutzt, um dein Wohlbefinden und deine Widerstandsfähigkeit zu steigern. Der Zweck des täglichen Auswertens und Beobachtens der Verhaltensprinzipien ist, sich der eigenen Stärken bewusst zu werden und dadurch die Fähigkeit zu Wohlbefinden zu erhöhen.

Das Interview diskutiert daher das Wohlbefinden / die Widerstandsfähigkeit und auch die oben genannte Methodik. Am Ende dieses Interviews würde ich dich bitten einen Fragebogen zum Thema Wohlbefinden auszufüllen. Dieser Fragebogen wird nach zwei Wochen wiederholt, um festzustellen, ob sich etwas geändert hat. Während dieser Untersuchung gibt es keine richtigen oder falschen Antworten. Ich bin nur an deiner persönlichen Meinung interessiert. Außerdem darfst du das Interview natürlich jederzeit unterbrechen oder stoppen und brauchst dafür keine Gründe anzugeben.

- **Dauer:** 30 bis 60 Minuten

- **Tonaufnahme:** um Erlaubnis fragen

- **Daten** werden anonymisiert

- **Einverständniserklärung** (Informed Consent)

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#### 1) Demographische Fragen:

(a) Darf ich nach deinem Alter fragen?

(b) Könntest du kurz angeben, was du im alltäglichen Leben tust? (Arbeit / Studium / Hobby)

(c) Darf ich fragen, ob du derzeit eine Erkrankung hast, die sich auf dein mentales oder körperliches Wohlbefinden auswirkt?

#### 2) Die folgenden Fragen betreffen deine Position in der Gesellschaft:

(a) Hat sich die Gesellschaft deiner Meinung nach in den letzten Jahrzehnten positiv oder negativ verändert?

- Warum?

(b) Wie gehst du mit einer Gesellschaft um, die immer anspruchsvoller und komplexer wird?

3) Die folgenden Fragen beziehen sich auf dein derzeitiges Stressniveau und Wohlbefinden /Widerstandsfähigkeit?

(a) Wenn du den Begriff Wohlbefinden /Widerstandsfähigkeit beschreiben solltest; Welche Definition würdest du geben?

- Inwieweit unterscheidet sich physisches und psychisches Wohlbefinden / Resilienz?
- Wie ist dein derzeitiger Zustand von Wohlbefinden /Widerstandsfähigkeit?

→ Warum?

- Welche Bedeutung misst du Wohlbefinden / der Widerstandsfähigkeit bei?
- Auf welche Weise versuchst du dein Wohlbefinden / deine Widerstandsfähigkeit zu steigern?

→ Kannst du Beispiele dafür geben?

→ Mental / Physisch?

(b) In welchem Ausmaß erlebst du derzeit Stress, Unsicherheit und / oder Müdigkeit in deinem alltäglichen Leben?

- Wie gehst du damit um?
- Auf welche Weise versuchst du, diese zu reduzieren?

→ Kannst du Beispiele nennen?

4) Die folgenden Fragen betreffen deine Eigenschaften und deine Meinung über dich selbst.

Zuvor möchte ich eine Definition für das "Selbstbild" geben:

Das Selbstbild ist die Art, wie sich jemand selbst ansieht. Es ist die Gesamtheit der Gedanken, Ideen und Urteile, die eine Person über sich selbst hat. Ein Selbstbild bedeutet nicht, dass jemand so ist. Es spiegelt wider, wie jemand sich selbst sieht, nicht wie jemand ist.

(a) Wie würdest du anhand dieser Definition dein eigenes Selbstbild beschreiben?

(b) Mit welchem Verhalten oder welchen Eigenschaften bist du zufrieden?

- Kannst du beschreiben warum?

(c) Mit welchen Merkmalen bist du nicht so zufrieden?

- Kannst du beschreiben, warum das so ist?

(d) Wann fühlst du dich gut?

- Unter welchen Umständen fühlst du dich besser?
- Warum?

- In welcher Umgebung fühlst du dich wohl?

(e) Wann geht es dir nicht gut?

- Unter welchen Umständen fühlst du dich weniger gut?

- Warum?
- In welcher Umgebung fühlst du dich nicht wohl?
- (f) In welchem Ausmaß bist du beeinflusst von:
  - Wut?
  - Angst?
  - Perfektionismus?
- (g) In welchen Situationen / in welchen Momenten denkst du an nichts? (einfach den Kopf frei haben)
  - Kannst du Beispiele dafür geben?
  - Wenn das nicht zutrifft, kannst du erklären aus welchem Grund das so ist?
  - Warum denkst du, dass das nicht gut funktioniert?

#### 5) Die folgenden Fragen beziehen sich auf deine Freizeitaktivitäten

- (a) Was machst du in deiner Freizeit?
- (b) Welchen Einfluss hat die Freizeit auf deinen Gemütszustand (Wohlbefinden)?
  - Kannst du Beispiele oder eine Erklärung dafür geben?
- (c) Inwieweit bist du mit deiner Freizeit zufrieden?
  - Aus welchem Grund?
  - Was könntest du tun, um diese zu verbessern?

#### 6) Die folgenden Fragen betreffen die Verhaltensprinzipien von Linda van den Driessche

- (a) Inwieweit bist du strukturiert in deiner Planung und in deinen Aufgaben?
  - Wie versuchst du dich darin (gegebenenfalls) zu verbessern?
- (b) Wie gehst du mit Rückschlägen um?
  - Fällt dir das leicht / schwer?
  - Wie versuchst du daraus zu lernen?
  - Auf welche Weise?
  - Inwiefern möchtest du das verbessern?
- (c) Wann bittest du andere um Hilfe?
  - Wie fühlt es sich an, andere Menschen um Hilfe zu bitten?
  - Wie gehst du mit Kritik von anderen um?
- (d) Wann hast du zuletzt einem Freund oder einem Familienmitglied ein Kompliment gemacht?
  - Machst du anderen oft Komplimente?



- Kannst du dafür einen Grund nennen? (Für ja oder nein)
- Wie fühlt es sich an, anderen Komplimente zu machen?
- Wie fühlt es sich an, Komplimente zu erhalten?

7) Die folgenden Fragen betreffen die aktuelle Untersuchung

(a) In dieser Studie wirst du zwei Wochen lang die 10 Kräfte, die du auf dem vor dir liegenden Blatt siehst, bewerten und überwachen (Erklärung unten). Die Punktzahl pro Verhaltensprinzip/Kraft kann zwischen 1, was für "nicht" oder "nie" oder 10, was "perfekt" oder "ausgezeichnet" ist, liegen. Wichtig ist, dass du daran denkst, jeden Abend Revue passieren zu lassen inwieweit du dieses Verhaltensprinzip pro Tag angewendet hast. Um das Ganze weniger abstrakt zu machen, gebe ich ein Beispiel für das Verhaltensprinzip "Für sich selbst sorgen":

*Ich habe mich durch mehrere Punkte gut um mich gekümmert. Ich habe Sport gemacht und war dabei an der Luft. Außerdem war ich auf einer Veranstaltung und bin gegangen, wann ich das gerne wollte (Ich bin ich selbst geblieben). Darüber hinaus bin ich früh ins Bett gegangen um ausreichend Schlaf zu bekommen. Deshalb habe ich mir eine 10 (ausgezeichnet) für das Verhaltensprinzip "Für dich selbst sorgen" gegeben.*

- Jetzt würde ich gerne wissen, was deine Meinung von den Verhaltensprinzipien sind:

1. Sei du selbst
2. Fühle, was du fühlen musst
3. Pass auf dich auf
4. Genießen Sie intensiv
5. Leeren Sie Ihren Kopf
6. Nähern Sie sich ihm positiv
7. Machen Sie einen Schritt vorwärts
8. Kontrolliere deine Probleme
9. Verbinden Sie sich mit anderen
10. Schätze deine Lieben

- Erkennst du diese Kraft in dir und benutzt du sie schon? (Diese Frage wird zu jedem Prinzip gestellt)

(b) Was erwartest du von der täglichen Auswertung und Überwachung der zehn Kräfte?

- Glaubst du, es bringt dir etwas?

→ Was genau?

→ Warum nicht?

(c) Welche Verhaltensprinzipien sprechen dich am meisten an?

- Aus welchem Grund?

(d) Welche Verhaltensprinzipien erwartest du am meisten zu verbessern?

→ Warum?

→ Wie? (anhand von Übungen aus dem Buch?)

(e) Gibt es Verhaltensprinzipien, die dir nicht zusagen oder bei denen du keine Besserung erwartest?

- Warum?

---

Hast du Fragen oder Kommentare zu diesem Interview?

Jetzt kommen wir zum letzten Punkt dieses Interviews. Ich gebe dir jetzt einen kurzen Fragebogen mit 14 Fragen. Anhand dieses Fragebogens wird dein persönliches Wohlbefinden gemessen. Ich würde gerne erfahren, wie du dein Wohlbefinden beurteilst und inwiefern das Scoring und Monitoring in zwei Wochen dein Wohlbefinden beeinflussen wird. Aus diesem Grund wird der gleiche Fragebogen auch nach dem zweiten Interview verwendet.

Ich würde gerne einen zweiten Termin in zwei Wochen vereinbaren, um zu besprechen, wie du die Methode erlebt hast.

**Datum des zweiten Termins:**

Vielen Dank für deine Teilnahme an diesem Interview! Möchtest du jeden Tag eine Erinnerung erhalten, um dich an das Scoring und Monitoring zu erinnern und möchtest du dir selbst eine Erinnerung ins Handy speichern?

### **Appendix 3 Interview 2**

2. Interview mit dem Thema:

Scoring und Monitoring: eine neue Methode zur Steigerung des Wohlbefindens

Name Interviewer:

Nummer des Befragten:

Alter des Befragten:

Geschlecht des Befragten

Datum:

Einführung:

- Willkommen und danke für deine Teilnahme.
- **Ziel des Interviews:** Ziel dieses Interviews ist es, deine Erfahrungen mit der Methode "Stark für zehn" zu evaluieren.

Im Interview wird es unter anderem darum gehen, wie du das Scoring und Monitoring erlebt hast und wie es dich im Alltag beeinflusst hat. Darüber hinaus wird im Interview besprochen, wie die Methode dein Wohlbefinden und deine Widerstandsfähigkeit beeinflusst hat. Es gibt auch in diesem Interview keine falschen Antworten, ich bin lediglich interessiert an deine Erfahrungen und Meinung. Du darfst das Gespräch jederzeit abbrechen und musst dafür keine Gründe angeben.

- Dauer: circa 60 Minuten
- Tonaufnahme: um Erlaubnis fragen
- Die Daten werden anonymisiert

---

### 1) Die ersten Fragen betreffen deine Erfahrungen mit der angewandten Methode

- (a) Wie hast du die letzten zwei Wochen erlebt?
- (b) Wie hast du das Scoring und Monitoring erlebt?
  - Was hast du positiv gefunden? Warum?
  - Was hast du negativ gefunden? Warum?
- (c) Hast du es geschafft, täglich die zehn Verhaltensgrundsätze zu bewerten? Warum ja / nein?
- (d) Kannst du mir sagen, welche Verhaltensprinzipien dir am meisten geholfen haben?
  - Auf welche Weise?
  - Kannst du ein Beispiel geben?
- (e) Kannst du auch sagen, ob es Verhaltensprinzipien gibt, die dir weniger geholfen haben oder gar nicht?
  - Kannst du ein Beispiel geben?
- (f) Inwieweit warst du dir in den vergangenen zwei Wochen täglich mit den zehn Verhaltensgrundsätzen vertraut?
  - Inwieweit hatte das Einfluss auf dein tägliches Leben?

### 2) Die folgenden Fragen betreffen die möglichen Veränderungen in Bezug auf Stress und Wohlbefinden / Widerstandsfähigkeit:

- (a) Inwieweit hat sich dein Bewusstsein in Bezug auf dein Wohlbefinden / deine Widerstandsfähigkeit verändert? Wodurch?
- (b) Hast du begonnen, anders über die Bedeutung von Wohlbefinden / Widerstandsfähigkeit nachzudenken?
  - Kannst du Beispiele nennen?
- (c) Auf welche Weise hast du versucht, dein Wohlbefinden / deine Widerstandsfähigkeit zu erhöhen?
  - Kannst du Beispiele dafür geben?
- (d) Wie hast du versucht Stress abzubauen?
  - Wie hat diese Methode dazu beigetragen?
  - Kannst du Beispiele nennen?

### 3) Die folgenden Fragen betreffen dich in Beziehung zu der Gesellschaft

- (a) Hat sich etwas in deinem Bewusstsein in Bezug auf die Gesellschaft verändert, wenn ja, was?
- (b) Wie hast du in den letzten zwei Wochen die zehn Kräfte in deiner Umgebung / mit anderen genutzt?
- (c) Welchen Einfluss hatten die zehn Kräfte auf dein Verhalten in Bezug auf deine Umgebung?
- (d) Haben die zehn Kräfte dir geholfen, in der heutigen Gesellschaft besser zu funktionieren, wenn ja, auf welche Weise?

### 4) Die folgenden Fragen betreffen dich und eventuelle Veränderungen deines Selbstbildes

Zur Erinnerung, die Definition für "Selbstbild" lautete:

Das Selbstbild ist die Art, wie sich jemand selbst ansieht. Es ist die Gesamtheit der Gedanken, Ideen und Urteile, die eine Person über sich selbst hat. Ein Selbstbild bedeutet nicht, dass jemand so ist. Es spiegelt wider, wie jemand sich selbst sieht, nicht wie jemand ist.

- (a) Hat die Methode deine Meinung über dein Selbstbild geändert? Warum ja / nein?
  - Beispiele
- (b) Gibt es bestimmte Aspekte deines Verhaltens, die du bemerkt hast?
  - Was hast du nicht erwartet?
  - Kannst du ein Beispiel geben?
- (c) Betrachtetest du dich selbst anders, nach der Anwendung der Methode?
  - Was sind das für Veränderungen?

- Was denkst du darüber?

(d) Erwartest du nach diesen zwei Wochen mit Rückschlägen anders umgehen zu können?

- Warum ja / nein?

5) Die folgenden Fragen beziehen sich auf deine Freizeitaktivitäten

(a) Inwieweit füllst du deine Freizeit anders?

- Wie?

(b) Welche Bedeutung misst du deiner Freizeit bei?

(c) In welchem Ausmaß hast du in den letzten zwei Wochen versucht, etwas Gutes für dich selbst zu tun?

- Kannst du Beispiele geben?

6) Die folgenden Fragen betreffen die zehn Verhaltensprinzipien und deine Erfahrungen damit

(a) - Wie hast du dieses Verhaltensprinzip erfahren?

- Wie hast du das Verhaltensprinzip bewusst eingesetzt?

- Inwiefern hat das Verhaltensprinzip etwas positives bewirkt?

- Inwieweit möchtest du dich in diesem Verhaltensprinzip weiterentwickeln?

1. Sei du selbst

2. Fühle, was du fühlen musst

3. Pass auf dich auf

4. Genieße intensiv

5. Leere deinen Kopf

6. Nähere dich dem Positiven

7. Mache einen Schritt vorwärts

8. Kontrolliere deine Probleme

9. Setz dich in Verbindung mit anderen

10. Schätze deine Lieben

(b) - Wie hat sich das tägliche Scoring und Monitoring auf dich ausgewirkt?

- Was ist dir beim Scoring und Monitoring aufgefallen? Positiv / Negativ?

(c) Welche Verhaltensprinzipien waren für dich am wertvollsten?

- Welche Verhaltensprinzipien waren für dich weniger / nicht wertvoll?

- Woher kommt das?

a) In welchen Verhaltensprinzipien hast du dich am meisten verbessert? Warum? Wie?

7) Die folgenden Fragen betreffen positive und negative Aspekte der "Kraft für zehn" - Methode

- Welche Aspekte der "Kraft für zehn" Methode hast du als angenehm empfunden?
- Gibt es bestimmte Aspekte, die du als unangenehm erlebt hast?
- Inwieweit hast du die Methode als leicht zugänglich oder auch kompliziert erlebt?
- Was möchtest du anders machen / hast du Verbesserungspunkte?
- Was haben dir die Methode und die letzten zwei Wochen gebracht oder gegeben?

**Appendix 4. Whatsapp Message for recruiting participants**

Hallo Teilnehmer X,

Ich arbeite zurzeit an meiner Bachelor Arbeit mit dem Thema 'Scoring und monitoring: Eine neue Methode zur Steigerung des Wohlbefindens. Diese Studie hat den Zweck, Stress der Teilnehmer zu reduzieren und sich seiner eigenen Stärken mehr bewusst zu werden. Inhalt sind 2 Interviews mit einem Interview vor der Anwendung einer neuen Methodik aus der positiven Psychologie und einem Interview nach der Anwendung mit jeweils einem Fragebogen. Jedes Interview wird circa eine Stunde dauern. Deine Daten werden anonymisiert und nur zur Verwendung der Bachelorarbeit genutzt.

Falls Interesse deinerseits besteht, dich besser kennenzulernen und dein Wohlbefinden zu erhöhen, kontaktiere mich gerne durch eine Antwort auf diese Nachricht oder telefonisch.

Mit freundlichen Grüßen

Dorina

## Appendix 5. Warwick-Edinburgh Mental Well-Being Scale (WEMWBS)

AUSSAGEN	Während der letzten 2 Wochen				
	Niemals	Selten	Manch-mal	Oft	Immer
1. Ich habe mich in Bezug auf die Zukunft optimistisch gefühlt.	1	2	3	4	5
2. Ich habe mich nützlich gefühlt.	1	2	3	4	5
3. Ich habe mich entspannt gefühlt.	1	2	3	4	5
4. Ich habe mich für andere Menschen interessiert.	1	2	3	4	5
5. Ich hatte viel Energie.	1	2	3	4	5
6. Ich bin mit Problemen gut umgegangen.	1	2	3	4	5
7. Ich konnte klar denken.	1	2	3	4	5
8. Ich habe mich wohl gefühlt.	1	2	3	4	5
9. Ich habe mich anderen Menschen nahe gefühlt.	1	2	3	4	5
10. Ich habe mich zuversichtlich gefühlt.	1	2	3	4	5
11. Ich war in der Lage, Entscheidungen zu treffen.	1	2	3	4	5
12. Ich habe mich geliebt gefühlt.	1	2	3	4	5
13. Ich habe mich für Neues interessiert.	1	2	3	4	5
14. Ich habe mich fröhlich gefühlt.	1	2	3	4	5

## Appendix 6

Table 2. *Scoring formula of the behavioral principles.*

[illegible]

\*from the left to the right will the participants fill the date, their score of the day per behavioral principle and their daily score in.

\*the scores can vary between 1 (which represent never or not) and 10 (which represent perfect or excellent).



## Appendix 7

### Coding scheme

Level 1	Level 2	Level 3	remarks
Self-image	Positive self-image		
	Negative self-image		
Well-being	Mental well-being		
	Physical well-being		
	Perfectionisme		
	Social relationships		
	Stress		
	Uncertainty		
	Anger		
Resilience	Personal resilience	Positive/negative	
	Interactive resilience		
	Displacement		
	Setting goals and planning		
Recreation time	compensation		
	Hobbies		
Society	Labour market	positiv/negativ	
	Positive image of the society		
	Negative image of the society		
Personal development	No expectations		

	No improvements		
	Improvements		
Experiences with the intervention	Negative experiences		
	Positive experiences		
	suggestions		

## Appendix 8 A

At

### Verhaltensprinzipien Auswertungsformular

	Sei du selbst	Fühle, was du fühlen musst	Pass auf dich auf	Genieße intensiv	Mache deinen Kopf leer	Nähere dich dem Positiven	Mache einen Schritt vorraus	Kontrolliere deine Probleme	Trete in Verbindung mit anderen	Schätze deine Lieben	
Datum											Tagespunktzahl
April, 5	8	7	5	7	1	4	7	6	9	8	62
April, 6	6	7	5	8	1	6	7	7	9	7	63
April, 7	7	8	8	8	4	6	5	6	7	8	67
April, 8	5	9	7	6	4	6	5	6	6	7	61
April, 9	6	8	8	6	3	5	7	8	5	8	64
April, 10	4	7	9	8	7	8	8	5	8	9	73
April, 11	3	2	7	2	1	1	6	2	1	7	32
April, 12	8	4	5	2	1	2	8	3	7	8	48
April, 13	5	3	7	7	8	7	6	4	8	9	64
April, 14	10	9	9	5	2	3	4	9	7	8	66
April, 15	8	10	8	3	2	4	5	8	5	9	62
April, 16	9	10	9	6	3	5	4	9	4	10	69
April, 17	10	10	10	4	2	4	5	9	3	10	67
April, 18	8	10	10	5	3	4	5	8	3	10	66
Durchschnitt	97										

April 14+15 → Afetu leer  
1. Haus abtragen  
alleine sein  
Holland buchen

April, 12 → Klausur

April, 10 → Kim

dass du dich selbst akzeptierst und respektierst, wie du  
er dir selbst und gegenüber anderen bist.

ne positiven und negativen Emotionen und versuche

voll an und kümmer dich um dich selbst. Durch zum  
auf dein Äußeres zu achten.

Jetzt und sich dessen bewusst werden. Sich an ein  
u genießen durch erinnern, sinnliches erfahren,

## Appendix 8 B

### Verhaltensprinzipien Auswertungsformular

1 = 10

1 = schlecht in

10 = perfekt

Sei du selbst	Fühle, was du fühlen musst	Pass auf dich auf	Genieße intensiv	Mache deinen Kopf leer	Nähere dich dem Positiven	Mache einen Schritt voraus	Kontrolliere deine Probleme	Trete in Verbindung mit anderen	Schätze deine Lieben
---------------	----------------------------	-------------------	------------------	------------------------	---------------------------	----------------------------	-----------------------------	---------------------------------	----------------------

Datum										Tagespunktzahl
06.04.	01.04.18	8	4	3	8	4	8	5	8	5
07.04.	02.04.18	8	4	5	7	4	8	5	8	5
08.04.	03.04.18	8	4	5	7	4	8	5	8	5
Unist.	04.04.18	8	4	5	7	4	8	5	8	5
	05.04.18	8	4	5	7	4	8	5	8	5
	06.04.18	8	4	5	7	4	8	5	8	5
	07.04.18	8	4	5	7	4	8	5	8	5
	08.04.18	8	4	5	7	4	8	5	8	5
	09.04.18	8	4	5	7	4	8	5	8	5
	10.04.18	8	4	5	7	4	8	5	8	5
	11.04.18	8	4	5	7	4	8	5	8	5
	12.04.18	8	4	5	7	4	8	5	8	5
	13.04.18	8	4	5	7	4	8	5	8	5
	14.04.18	8	4	5	7	4	8	5	8	5
	15.04.18	8	4	5	7	4	8	5	8	5
	16.04.18	8	4	5	7	4	8	5	8	5
	17.04.18	8	4	5	7	4	8	5	8	5
	18.04.18	8	4	5	7	4	8	5	8	5
	19.04.18	8	4	5	7	4	8	5	8	5
	Durchschnitt									

### Beschreibung der Verhaltensgrundsätze:

- 1. Sei du selbst:** Dazu gehört unter anderem, dass du dich selbst akzeptierst und respektierst, wie du mit deinen Stärken und Schwächen gegenüber dir selbst und gegenüber anderen bist.
- 2. Fühle, was du fühlen musst:** Achte auf deine positiven und negativen Emotionen und versuche nicht, deine Gefühle zu unterdrücken.
- 3. Pass auf dich auf:** Sieh dich selbst als wertvoll an und kümmer dich um dich selbst. Durch zum Beispiel viel Bewegung, genügend Schlaf und auf dein Äußeres zu achten.
- 4. Genieße intensiv:** Genießen vom Hier und Jetzt und sich dessen bewusst werden. Sich an ein Ereignis erinnern und dieses im Nachhinein zu genießen durch erinnern, sinnliches erfahren, intensivieren und sich darüber freuen.

## Appendix 8 C

### Verhaltensprinzipien Auswertungsformular

	Sei du selbst	Fühle, was du fühlen musst	Pass auf dich auf	Genieße intensiv	Mache deinen Kopf leer	Nähere dich dem Positiven	Mache einen Schritt vorraus	Kontrolliere deine Probleme	Trete in Verbindung mit anderen	Schätze deine Lieben	
Datum											Tages- punktzahl
06.04.18	5	6	7	5	5	6	7	4	6	6	57
07.04	5	6	8	7	7	7	6	5	7	7	65
08.04	5	7	8	8	8	7	7	6	7	8	71
09.04	6	7	7	6	6	6	6	5	7	7	63
10.04	5	7	6	6	6	6	5	5	6	6	58
11.04	6	6	7	7	7	6	6	5	7	7	64
12.04	5	6	7	7	6	6	6	5	7	7	62
13.04	5	7	7	7	6	6	7	5	7	7	64
14.04	6	7	7	7	7	6	6	5	6	7	62
15.04	6	7	6	7	7	6	7	6	7	8	65
16.04	6	7	8	7	8	7	7	6	7	8	71
17.04	6	7	8	8	8	7	7	7	8	8	74
18.04	6	7	7	7	6	6	6	6	7	8	66
18.04	6	7	8	7	7	7	7	7	8	8	72
Durchschnitt											

## Appendix 8 D

1-10  
wie perfekt

D

### Verhaltensprinzipien Auswertungsformular

	Sei du selbst	Fühle, was du fühlen musst	Pass auf dich auf	Genieße intensiv	Mache deinen Kopf leer	Nähere dich dem Positiven	Mache einen Schritt vorraus	Kontrolliere deine Probleme	Trete in Verbindung mit anderen	Schätze deine Lieben	
Datum											Tages- punktzahl
01.12.2018	6	8	8	8	2	3	10	5	8	9	
10.11.2018	6	8	9	9	6	6	10	7	7	8	
11.11.2018	8	7	9	7	6	10	9	6	8	7	
12.11.2018	8	7	7	8	6	9	9	6	8	10	
13.11.2018	8	9	6	8	6	9	8	6	9	8	
14.11.2018	8	6	6	8	6	7	9	6	9	9	x 6
15.11.2018	7	8	7	7	6	6	8	6	8	9	x 6
16.11.2018	9	8	7	8	6	6	10	6	8	8	
17.11.2018	7	7	7	6	7	8	10	6	9	7	
18.11.2018	9	8	8	6	6	7	5	7	9	7	
19.11.2018	7	7	8	7	7	8	10	9	10	10	
20.11.2018	10	10	10	8	8	8	10	9	10	10	Re
21.11.2018	9	9	10	8	10	10	10	8	10	8	
22.11.2018	10	10	10	9	6	10	10	8	10	10	
Durchschnitt											

↑      ↗      ⊗



## Appendix 8 E

E

### Verhaltensprinzipien Auswertungsformular

1 = nie  
10 = top

Sei du selbst	Fühle, was du fühlen musst	Pass auf dich auf	Genieße intensiv	Mache deinen Kopf leer	Nähere dich dem Positiven	Mache einen Schritt vorraus	Kontrolliere deine Probleme	Trete in Verbindung mit anderen	Schätze deine Lieben
---------------	----------------------------	-------------------	------------------	------------------------	---------------------------	-----------------------------	-----------------------------	---------------------------------	----------------------

Datum											Tages- punktzahl
22.4.	8	8	3	5	4	5	3	6	7	9	
23	9	7	5	7	4	6	4	6	9	9	
24	9	7	5	6	5	7	5	6	8	8	
25	7	7	6	6	5	6	6	6	6	8	
26	9	8	8	6	6	5	7	7	7	8	
27	9	9	9	7	6	6	8	8	7	9	
28	9	4	5	6	7	5	4	8	7	8	
29 So	8-7	8	4	4	9	5	3	6	4	5	
30	9	8	9	10	9	10	5	5	8/9	9	
1.5	9	9	7	7	8	8	4	4	4	9	
2.5	8	9	8	6	5	6	7	8	5	7	
3.5	7	9	5	5	5	8	9	8	6	7	
	7	8	7	6	4	6	7	9	9	9	
Durchschnitt	6	7	6	6	8	5	3	8	5	8	

## Appendix 9

### Informed Consent

We are writing our bachelor thesis at the University of Twente at the department of Positive Psychology and Technology. The process consists an interview, followed by two weeks of scoring and monitoring on the behavioral principles, and a second interview (evaluation). You will therefore be asked some demographical and also personal questions about this topic. Further, your answers will be recorded. Because this study is a learning situation the researchers, project members, and tutors will be able to see the whole interview but only after the data is anonymized. That means names, places and times will not be mentioned in the report. Recorded audio content and operation thereof will be used only for analysis and/or scientific presentations. It is important to mention that there will be no wrong answers. Further, if you are interested in the insight of your data you can contact me (Joost Stoelhorst 0623047473//Dorina Enstrup 015770286367).

‘I hereby declare that I have been informed in a manner which is clear to me about the nature and method of the research as described in the introduction. My questions about the interview have been answered to my satisfaction. I agree of my own free will to participate in this research. I reserve the right to withdraw this consent without the need to give any reason and I am aware that I may withdraw from the experiment at any time. If my research results are to be used in scientific publications or made public in any other manner, then they will be made completely anonymous and my information will be kept confidential. If I request further information about the research, now or in the future, I may contact Marileen Kouijzer.

If you have any complaints about this research, please direct them to the secretary of the Ethics

Committee of Health Psychology & Technology and Positive Psychology & Technology  
Marileen Kouijzer

Universiteit Twente

Faculteit Behavioural, Management and Social Sciences

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De Zul 10

7522NJ Enschede

m.t.e.kouijzer@utwente.nl



Signed in duplication:

.....

Name subject                      Signature

‘I have provided explanatory notes about the research. I declare myself willing to answer to the best of my ability any questions which may still arise about the research.’

.....

Name researcher                      Signature

## Appendix 10

Table 6. *Categories and Codes with their definitions and quotations of the interviews*

Catgories	Codes	Definitions	Quotation
Self-image	Positive self-image	The idea one has of one's abilities, appearance, and personality in a positive manner	<i>"I think I am a very open person."</i> (participant A, 22, female).
	Negative self-image	The idea one has of one's abilities, appearance, and personality in a negative manner	<i>"(...) Or yesterday, for example, Tom made me a compliment, also with the singing and I could not accept that so good. Also things about my character."</i> (participant B, 23, female).
Well-being	Mental well-being	Positive or negative emotional and psychological well-being of an individual	<i>"I think it's really important how you feel. Um, and that one never forgets (...) to always pay attention to yourself and focus the attention on yourself".</i> (participant A, 22, female).
	Physical well-being	Positive or negative physical well-being of an individual	<i>"Yes, so to meet the own requirements as much possible. It starts with enough sleep. Which of course sometimes does not work, because you have shift change and then you do not have much time to sleep anyway or you wake up</i>

			<i>sometimes at night and think about something.”</i> (participant C, 59, male).
	Perfectionism	Perfectionism, in psychology, is a personality trait characterized by a person's striving for flawlessness and setting high performance standards	<i>“I would say really much because I also expect a lot from myself and always wanted to have everything perfect.”</i> (participant B, 23, female).
	Social relationships	In social science, a social relation or social interaction is any relationship between two or more individuals	<i>“And above all, I think it's also important to be there for friends. So not only for the family, for all those who are important to you and no one should be too shy to ask for help, I think.”</i> (participant E, 27, male).
	Stress	Stress is your body's way of responding to any kind of demand or threat.	<i>“So, just at work, I do not feel so comfortable right now because of the stress.”</i> (participant C, 59, male).
	Uncertainty	It describes a situation involving insecurity and/or unknown information.	<i>“I'm so scared that I make wrong decisions everywhere that affects me a lot.”</i> (participant B, 23, female).
Resilience	Personal resilience	Personal resilience is defined as an individual's ability to	<i>“Yeah, well then that for example I was on Sylt for three days now and then I</i>

		successfully cope with adversity.	<i>generally take a break too. Or this afternoon then just a motorcycle tour."</i> (participant D, 56, female).
	Interactive resilience	The capacity to recover quickly from difficulties; toughness.	<i>"Uh, that's hard. Um. Yes, how much one can keep one's own opinion (...) if, for example, everyone else has a different view."</i> (participant B, 23, female).
	Displacement		<i>"Oh, that's okay. I can do it very well. So engage or distract me otherwise."</i> (participant E, 27, male).
	Setting goals and planning	<i>Planning</i> is the process of thinking about the activities required to achieve a desired goal.	<i>"Well, not so good, so I know that's important and it's also true that we have already internalized that quite well in Germany and can do it well, but I personally think that I'm not working so future-oriented"</i> (participant E, 27, male).
Recreation time	Compensation	The process of concealing or offsetting a psychological difficulty by developing in another direction.	<i>"Yes, at the moment I already have a lot of free time, but otherwise then yes, compensate. I think it's important to have a job as well, because</i>

			<i>otherwise you do not value your free time enough.”</i> (participant B, 23, female).
	Hobbies	A <i>hobby</i> is an activity, interest, enthusiasm, or pastime that is undertaken for pleasure or relaxation, done during one's own time.	<i>“So motorcycling, reading, Nordic walking, gym, yes meeting friends. Hiking and pilgrimages by motorcycle.”</i> (participant D, 56, female).
Society	Labour market	An individual's employment status	<i>“At work, I notice that people are not willing to step in or are faster ill. I don't know if this has to be negative.”</i> (participant C, 59, male).
	Positive image of the society	A personal attitude which an individual has towards the society in a positive manner	No citations
	Negative image of the society	A personal attitude which an individual has towards the society in a negative manner	<i>“Rather negative, I think. So personally I find oppression of minorities and the weak, that just weak people have no means to work for themselves, I think that's shit. And I think that's the way it has always been, but I also do not know how to change it.”</i> (participant E, 27, male).

Experiences with the intervention	No expectations for personal development	A personal state where an individual does not expect a development due to the intervention	<i>"I'm completely open, I do not know."</i> (participant C, 59, male).
	No improvements in personal development	A personal state where an individual does not improve a development due to the intervention	<i>"So I did not think about it that day. I did that only retrospectively. (...) So I did not undertake such a behavioral principle now."</i> (participant E, 27, male).
	Improvements in personal development	A personal state where an individual does improve a development due to the intervention	<i>"So cherish your loved ones a lot, that I have made such little things for others. Yes, and make connection with others, I also got a lot of energy from at the beginning."</i> (participant A, 22, female).
Personal development	Negative experiences with the intervention	A personal negative experience with the intervention	<i>"Well, that's just a bit scary in between, when such low numbers come out and you think so oh, that was not such a good day for your wellbeing."</i> (participant A, 22, female).
	Positive experiences with the intervention	A personal positive experience with the intervention	<i>"Yes, I think I had such a will, I wanted that to change and that's why it was so close to me then. Then with the idea going in a situation and then</i>

			<i>that changes something. I have to remember that.”</i> (participant D, 56, female).
	Suggestions on the intervention	Personal suggestions on the intervention	<i>“Yes, I wanted to write something about it, so that I can see in hindsight again, why I was feeling so bad or good. To see for yourself again, why you have such a high or low score. Otherwise you forget that immediately.”</i> (participant B, 23, female).