

EVALUATING THE EFFECTIVENESS OF HOW ASIAN-AMERICAN YOUNG ADULTS
APPLY GROWTH MINDSET SKILLS IN ACHIEVING THEIR CAREER, RELATIONSHIP,
AND HEALTH GOALS

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Mykim Tran

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This Dissertation by Mykim Tran has been approved by the committee members below, who recommend it be accepted by the faculty of Saybrook University in partial fulfillment of requirements for the degree of

Doctor of Philosophy in Psychology

Dissertation Committee:

Israel Espinosa, Ph.D., Chair

Date

Robert Schmitt, Ph.D.

Date

Jennifer Kwoon, Ph.D.

Date

Abstract

EVALUATING THE EFFECTIVENESS OF HOW ASIAN-AMERICAN YOUNG ADULTS
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AND HEALTH GOALS

Mykim Tran

Saybrook University

Many Asian American young adults have limited ability to overcome external challenges to achieve their goals, reach self-actualization, and achieve psychological well-being. The common barriers Asian American young adults encounter are the inability to balance Asian and American cultures; to respond to societal stereotypes successfully; and to discover their strengths, talents, and personal identities to reach their full potential (Hui & Lent, 2017). The study's purpose was to understand the lived experience of Asian American young adults who applied growth mindset techniques to three different life areas—career, relationships, and health—in a 6-week time frame. The study's research questions were to discover the barriers that prevent Asian American young adults from achieving their goals and the growth mindset techniques used to help them achieve their goals.

The study used a phenomenological qualitative approach to understand the lived experiences of Asian American young adults. The study consisted of nine Asian American young adults, ranging from 18–24 years old. The participants were recruited through online and snowball sampling. The participants attended a one-time, 4-hour-long training program to help them learn and apply growth mindset techniques to develop their career, relationship, and health

goals. Data were collected through online surveys, focus groups, and one-on-one interviews. The focus groups and interviews were recorded and transcribed. The surveys and transcripts were analyzed to discover the recurring themes of the barriers and growth mindset techniques.

Inductive data analysis and Dedoose software were used to analyze the data.

The findings indicated that even though Asian American young adults might have different goals, they experienced similar barriers to achieving them. The findings also revealed that all participants encountered some form of personal barrier, such as a lack of self-confidence or a lack of self-motivation, to achieve their goals. Based on the findings, watching YouTube videos, writing, planning, and seeking out others for support were the significant growth mindset themes.

Parents, educators, professionals, and future research can focus on developing Asian American young adults' attributes by incorporating significant growth mindset techniques to help Asian American young adults overcome barriers and achieve their goals.

Dedication

This dissertation is dedicated to all individuals who have the ambition to fulfill their goals and reach their full potential. Finally, to my family, friends, and mentors who have stuck by me to help me fulfill this personal achievement.

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This dissertation would not be possible without my committee members. It was a long journey from the transition from different committee members, but I have taken away many valuable lessons to further my self-development. Finally, to my family, who have been patient with me through the process.

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CHAPTER 1: INTRODUCTION

As the number of Asians immigrating to America increases, the onset of many psychological disorders such as depression, low self-esteem, and social anxiety also accords among many Asian American groups such as Hmong, Filipino, Korean, Japanese, Chinese, Cambodian, and Vietnamese (Leu et al., 2012; McGoldrick et al., 2005). One specific group of Asian Americans experiencing a high level of psychological disorder is young adults between 18–24 years old. A psychological disorder often experienced by Asian American young adults is acculturative stress (Wong et al., 2011). Acculturative stress is characterized by problems when Asian American young adults cannot adapt and change values and behaviors in the new and dominant society (Kim et al., 2003). The common challenges that develop from acculturative stress among Asian American young adults are the cultural and generational gaps between family members, issues stemming from career development, English proficiency, and society anxiety (Kim et al., 2003). Symptoms of acculturative stress include confusion, anxiety, depression, feelings of alienation, hopelessness, identity confusion, and heightened psychosomatic symptoms (Leu et al., 2012).

Even though there are existing programs to support Asian American young adults to improve their psychological well-being, the programs are rarely used by young adults (Alvarez & Juang, 2010). One primary reason for the underuse of these programs and services by Asian American young adults is a lack of cultural sensitivity (McGoldrick et al., 2005). Many programs operate under the assumption that they can be applied across all cultures, but effective supportive programs for Asian American young adults should incorporate the cultural specifics aligned with Asian values and beliefs (Mercado, 2000). For instance, it is vital for professional assistance providers to know and understand that shame and guilt are deeply felt emotions in Asian cultures

to successfully support Asian American young adults (Mercado, 2000). For example, Asian Americans are unlikely to seek external support due to the fear that their issues will be made public for others and the community to know, increasing the level of embarrassment and shame on their family. Other considerations that should be incorporated into programs to successfully support Asian American young adults are cultural transition, racism, employment, political, spiritual influences, and immigration and socioeconomic backgrounds (McGoldrick et al., 2005). However, few treatment models and training programs address such culture-specific issues (Kim & Aronowitz, 2019). There is also a shortage of Asian mental health professionals who understand Asian backgrounds and history to successfully support Asian American young adults (Su et al., 2005). Furthermore, with the continued growth of Asian immigration and settlement, a new and improved approach is needed to support and help Asian American young adults achieve psychological well-being (Ayres & Mahat, 2012).

One approach that can assist Asian American young adults achieve psychological well-being is to help them reach self-actualization. Self-actualization is a common term used to describe individuals who have reached their full potential. Ivtzan et al. (2013) defined self-actualization as “An individual’s quest to be creative, to grow, to acquire knowledge, and to develop one’s abilities” (p. 120). Self-actualized individuals often use their strengths and talents to overcome challenges and generate life meaning and purpose (Proctor et al., 2015). They also fulfill their obligations and take responsibility for their life outcomes (Lambert et al., 2015). For the purpose of this study, self-actualization is defined as individuals utilizing their strengths and talents to overcome challenges to achieve their goals and generate life meaning and purpose.

Individuals who reach self-actualization tend to have a higher level of psychological well-being than individuals who have not reached their full potential (Proctor et al., 2015).

Positive psychology has revealed that there is a positive connection between self-actualization and psychological well-being (D'Souza & Gurin, 2016). Since self-actualized individuals tend to follow the process that involves the pursuit of excellence and enjoyment, then it logically follows for them to have a higher level of psychological well-being compared to individuals who are not self-actualized (D'Souza & Gurin, 2016). Psychological well-being refers to individuals who often experience positive emotions such as happiness and life satisfaction and few unpleasant emotions as they engage in their daily activities. Proctor et al. (2015) discovered that fully functional individuals often experience more positive emotions and behave in healthier ways in their daily lives. These individuals also develop more positive relationships in caring more for others and being cared for by others. Furthermore, psychological health expressed by positive emotions, optimism, and forgiveness has contributed to physiological health outcomes such as a decrease in sickness and disease and the experience of fewer drug and alcohol problems (Park et al., 2014).

Background of the Study

It has been estimated that, by 2060, Asian Americans will be the largest single immigrant group (38%), surpassing Hispanics/Latinos (31%) for the first time since 1995 (Budiman & Ruiz, 2021b). As the United States undergoes significant demographic shifts and becomes increasingly diverse, Asian American youths and young adults will be one of the top ethnicities contributing to American society. Asian Americans are among the ethnic minority youth from immigrant families who comprise more than 22% of emerging adults in the United States (Ramakrishnan & Ahmad, 2014).

Many Asian American young adults face great challenges in reaching self-actualization due to a number of reasons. For instance, they may have difficulty using their strengths and

talents to develop a successful career and create life meaning and purpose as they mature into adulthood (Hui & Lent, 2017). They struggle to find adult independence, define their own obligations, and make their own life decisions, all of which hinder their ability to feel that they are operating at their highest potential (Uba, 1994). Furthermore, in an increasingly globalized world, Asian American young adults often struggle to balance the Asian and American cultures. They face a significant obstacle of not knowing how to successfully assess the different cultural aspects to help them form their own identity. They have low confidence and skill levels to engage in reasoned dialogue and avoid being susceptible to propaganda or forcefully stated stereotypical convictions (Treffinger et al., 2006). Therefore, a new program is needed to support Asian American young adults to reach their self-actualization to achieve psychological well-being. This study aims to gain a deeper understanding of the challenges experienced by Asian American young adults between 18–24 years and discover the methods that can better support this group of individuals to reach self-actualization and achieve psychological well-being.

Problem Statement

Some Asian American young adults may have limited abilities to overcome external challenges such as society, culture, and family to reach self-actualization and achieve psychological well-being. The long-standing stereotype that Asian Americans can become successful only in science, technology, engineering, and mathematics (otherwise known as the STEM fields), or other related areas such as medicine, law, and education, has made it difficult for many Asian American young adults to pursue a career that fits their strengths and talents to generate life meaning and purpose to reach self-actualization. While positions within STEM fields are generally considered respectable and well-paid, many Asian American youths are channeled towards these careers whether or not they have true talent or interest in them (McGee

et al., 2017). As a result, one of the biggest barriers for many Asian American young adults to reaching their self-actualization is sacrificing certain personal strengths, talents, and interests in favor of career choices that are more stable, reliable, and prestigious—even if these fields do not align with their natural aptitudes.

Cultural Expectations and Natural Aptitudes

The cultural expectations of Asian communities are another significant obstacle for Asian American young adults to overcome in their attempt to pursue careers related to their strengths and talents. For example, when Asian culture values certain disciplines that are common among Asian Americans, such as medicine, science, business, or technology, many Asian American young adults are pressured to pursue a career in one of those areas (Tsai-Chae & Nagata, 2008). Furthermore, Asian American young adults who try to pursue a career outside of those fields tend to feel disloyal to their culture (Ma & Yeh, 2005). Therefore, it can be challenging for many Asian American young adults to pursue a career that aligns with their strengths and talents when those characteristics fall outside the typical expectations for careers in STEM or related fields such as medicine, law, or education. As a result, many Asian American young adults may make career decisions that do not fit their strengths and talents, reducing their opportunity in reaching self-actualization (Leong & Hardin, 2002).

The common careers that are less encouraged in the Asian community are social worker, production, entertainment, and humanistic fields. For example, it is commonly viewed by Asian Americans that being a social worker brings low levels of financial rewards and prestige in their community (Kwong, 2018). Another career field that is unusually seen among Asian Americans is criminal justice. For instance, Asian parents feel that law enforcement jobs are dangerous and do not want their children to pursue them, especially for the oldest child in the family, who is

often assigned to take on the responsibility to care for the family (McGoldrick et al., 2005). Therefore, Asian American young adults are often encouraged to pursue a career in the STEM fields because they provide more survival and financial stability (McGee et al., 2017).

Many of the life decisions made by Asian American young adults are influenced by their family's expectations, which present many challenges to them in their attempt to reach self-actualization. Asian parents who firmly hold to their cultural values and norms expect their children to adopt and follow them into and through adulthood (Fuligni & Pedersen, 2002; Uba, 1994). For instance, the Vietnamese culture is strongly influenced by Confucianism, which emphasizes establishing and maintaining the hierarchy of the family. Therefore, Vietnamese children are expected to be loyal, dependent, and obedient toward their parents throughout their lives by adapting the culture and family norms and values (Vu & Rook, 2013). However, young adults who are discovering their identity and making their own life choices must establish psychological separation from their families (Tokar et al., 2003). *Separation psychology* refers to a state of being when young adults can disengage emotionally from their parents and develop their sense of identity as separate and independent individuals (Keller & Brown, 2014). Unfortunately, developing psychological separation is challenging for many Asian American young adults, making it difficult for them to set their own goals and make their own life decisions.

Asian American young adults who do not have the proper support to overcome these challenges can also develop a fixed mindset. According to the mindset theory, individuals who hold the fixed mindset are more likely to believe that they can only become successful in certain fields (Dweck, 2016). For instance, Asian American young adults who are influenced by the STEM stereotype are more likely to believe that they may only find career success within those

fields. Therefore, these individuals are more likely to pursue careers in the STEM arenas, despite their lack of interest in these areas. As a result, they may suppress their diverse interests and talents and feel as though they will never reach self-actualization (Ma et al., 2013; Zhou, 2003). Furthermore, when Asian American young adults encounter family and cultural conflict regarding life choices but do not have resources or seek support, they are more likely to develop a fixed mindset in believing that they cannot become successful in making their own decisions. Therefore, they are more likely to compromise their interests and make choices that align with their family and cultural expectations. For example, Nguyen (1999) observed that Vietnamese American young adults who do not have role models and or have unfamiliarity with the numerous career opportunities in the new country tend to have a higher chance of pursuing a career in the STEM-based fields.

Even though societal, cultural, and family influences will continue to impact Asian American young adults' lives, they can still learn the knowledge and skills to respond effectively to overcome their challenges, create successful solutions to achieve their goals, and reach self-actualization to achieve psychological well-being. According to the Self-Determination Theory, people can control themselves and overcome anything to reach their full potential (Proctor et al., 2015). Reaching one's full potential is not about what is given to them, but how they respond to external circumstances (Winston, 2016). Asian American young adults who have the proper knowledge, skills, and support can overcome any challenges to reach self-actualization and achieve psychological well-being.

Mindset Theory

One method that can support Asian American young adults to overcome challenges to reach self-actualization is the growth mindset. According to the mindset theory, a mindset is a set

of beliefs that guides an individual's thoughts and behaviors (Dweck & Yeager, 2019). There are two common mindsets: fixed and growth mindsets. Individuals with a *fixed mindset* believe that their essential characteristics and traits are predetermined rather than malleable through life experiences (Chiarelli, 2018). When faced with challenges or setbacks, individuals with a fixed mindset are more likely to stop trying to achieve since they are afraid of failure and mistakes (Dweck, 2016). To these people, any effort expended toward growing traits and characteristics is futile. In contrast, individuals who hold a *growth mindset* believe that they can learn any knowledge and skills to overcome challenges (Chao et al., 2017). Therefore, they perceive themselves as constantly evolving and growing and can better deal with social stresses through specific learning and hard work (Bernecker & Job, 2019). Many of the studies that have been done on the growth mindset have focused on academic achievement. However, it has been shown that the growth mindset training can provide leadership, problem-solving, and other life skills to help individuals succeed in business, sports, parenting, the arts, science, and higher education (Dweck, 2016). Regardless of the field in which individuals are involved, applying growth mindset techniques can help further their development, discovery, and use of their strengths and talents to reach their full potential (Dweck, 2016).

Purpose of this Study

The study's purpose was to understand the processes and practices of Asian American young adults who applied growth mindset techniques to three different life areas. The study aimed to explore the life areas of career, relationships, and health and show how Asian American young adults applied growth mindset techniques to overcome barriers and improve these key areas in a 6-week time frame. These three areas were chosen because they are the everyday areas that many Asian American young adults must learn to develop and manage as they transition to

adulthood successfully. Helping Asian American young adults cultivate and apply a growth mindset is crucial, as they are in the early developmental stages of discovering their strengths and talents for adult career success. Relationships are also a significant life area, as positive relationships are part of the foundational support system for young adults to overcome challenges and grow into healthy, functioning adults. Lastly, achieving and maintaining good health can promote energy, strength, and focus on helping Asian American young adults achieve psychological and physiological well-being. Ayres and Mahat (2012) observed that health behaviors such as diet, exercise, smoking and alcohol use, and unsafe sexual practices tend to develop during young adulthood. Therefore, Asian American young adults need to have the autonomy to learn how to develop and engage in healthy behaviors.

Research Questions

1. Which barriers are influencing the mindset of Asian American young adults to achieve their career, relationship, and health goals to reach self-actualization?
2. How are Asian American young adults shifting their perspectives from fixed to growth orientation to help them reach self-actualization?

Theoretical Framework of the Study

The theories of self-actualization and mindset were applied to explore the barriers and mindset through which Asian American young adults approach their lives in three areas of career, relationships, and health. Self-actualization is a lifelong and dynamic process where individuals learn, develop, and use their strengths and talents in their daily lives (Ivtzan et al., 2013). The mindset is defined as a set of beliefs that influence an individual's thoughts and behaviors (Dweck, 2016). This study aimed to explore the mindset through which Asian American young adults approach their lives in the three areas of career, relationships, and health, utilizing the principles of Dweck's mindset theories to help them reach self-actualization. A phenomenological qualitative study was chosen to conduct the study. The study consisted of nine

Asian American young adults between the ages of 18 to 24. They were surveyed six times, attended one focus group, and interviewed once on their lived experiences in applying the growth mindset techniques to develop and improve their career, relationships, and health. The study provided a training that included various techniques to help the participants adopt a more growth-oriented mindset that would help them use their strengths and talents successfully in the three life areas of career, relationships, and health. The training was designed to help participants understand how external barriers influenced them to develop and remain in a fixed mindset. Participants were also encouraged to learn to use growth mindset techniques to counteract negative influences impeding their desire to achieve their goals.

Significance of the Study

This study expanded the literature on Asian Americans and mindset psychology, as only limited research has been done on these subjects combined. According to the World Catalog website, as of June 2019 there were over 13,000 sources of articles and books on mindset psychology, and broadly only about 800 sources of articles focusing specifically on Asian Americans.

Developing new programs to support Asian American young adults to meet the challenges presented by cultural, familial, or societal barriers is much needed, as Asian immigration to America continues to grow rapidly (Kiang et al., 2016). Ayres and Mahat (2012) have reported that more social support programs are needed to support the new Asian American immigrant young adults. Today, at least 24 national origins are from East Asia, Southeast Asia, and the Indian subcontinent, each with its own migration histories, cultures, languages, and other characteristics (Kim & Aronowitz, 2019). However, few treatment models and training programs

are available that address such culture-specific issues to support Asian American young adults successfully (Kim et al., 2003).

This study was designed to contribute to the body of relevant literature by providing a deeper understanding of the barriers and influences that develop Asian American young adults' fixed mindset related to achieving their full potential. This study also explores the different growth mindset techniques primarily used by Asian American young adults, to lead to the future development of supportive services that can better assist members of this group in reaching self-actualization.

Definitions of Terms

Self-actualization: Individuals utilizing their strengths and talents to overcome challenges to achieve their goals and generate life meaning and purpose.

Psychological well-being: Individuals who often experience positive emotions such as happiness and life satisfaction and few unpleasant emotions as they engage in their daily activities.

Mindset: A set of beliefs that individuals hold that guides their thoughts and behaviors.

Fixed mindset: Individuals with a fixed mindset believe that their essential traits and characteristics are predetermined rather than malleable. Their performance is based on proving fixed ability. They have a low level of taking risks and responding to challenges. They are fearful of making mistakes. To them, any effort expended toward growth traits and characteristics is futile.

Growth mindset: Individuals who hold a growth mindset believe that they can develop any knowledge or skill through the specific inputs of learning and effort. They believe that their traits are malleable, not predetermined. They perceive themselves as evolving and growing. They

see challenges as opportunities to reach self-mastery. They approach challenges with passion, engagement, and persistence.

Asian-American young adults: Individuals of Japanese, Chinese, Filipino, Indian, Korean, Vietnamese, Cambodian, Pakistani, Laotian, Thai, Indonesian, or Bangladeshi descent, who are between 18 and 24 years of age.

Delimitations

This study had three delimitations:

1. This study focused only on Asian American young adults between 18 and 24 years of age, without limitations related to birthplace, immigration status, or length of time spent in the U.S.
2. This study focused on applying the growth mindset to Asian American young adults in three specific life areas: career, relationships, and health.
3. This study was limited to those individuals who chose to participate voluntarily.

Positionality

Like many other Asian immigrant families, my family and I came to the United States seeking better opportunity (Zhou, 2003). I have to admit that I am one of the many young Asian Americans who have adapted to the American culture faster than my family members have. As I started to apply the American culture's beliefs, values, and lifestyle, the conflicts between my family and I began to develop and grow. Therefore, I have experienced firsthand the difficulties and struggles that many Asian American young adults are going through, such as cultural and family conflicts (Lee et al., 2000).

The peak of my cultural and family conflicts happened during my young adult years when I pursued a nontraditional Asian career. A nontraditional career in the Asian culture is anything outside the realm of Science, Technology, Engineering, and Mathematics (STEM) or in related fields such as education, medicine, or law (Hui & Lent, 2017). Furthermore, my chosen

career did not provide the quick financial return my family expected from me. As I moved forward with my nontraditional Asian career choice, I constantly received criticism from my family. As a result, I understand that I have to learn how to manage my family barriers in order for me to make my career successful.

The main reason why pursuing a nontraditional Asian career is important to me is because I wanted to experience more than the financial freedom that a career provides. I discovered that developing a career in the STEM or related fields will not give me the joy, fulfillment, meaning, and purpose that I want to experience and help me reach my full potential. The main thing that keeps me grounded and focused to move forward daily is learning about personal development from successful individuals in my chosen career field. I came to understand and realize the importance of personal development, which has helped me discover my strengths and talents and develop a strong mindset. As a result, I was able to overcome any challenges that arise between my Asian and American culture. My hope for this study is to gain a deeper understanding of Asian American young adults' experiences and to support them in reaching their full potential.

Summary

Many Asian Americans face barriers in reaching self-actualization to achieve psychological well-being. Barriers relating to societal stereotypes and cultural, familial, and personal conflicts have influenced many Asian American young adults to make career, relationship, and health life choices that may not be in their best personal interest. The stereotype that Asian Americans can become successful only in STEM and related fields has influenced many Asian American young adults to believe it. Asian American young adults also face significant challenges in pursuing a career that fits their strengths and talents because of family

and cultural expectations. Lastly, there is limited support to help Asian American young adults to overcome these stereotypes and barriers.

This dissertation study consists of five chapters. The first chapter provided an introduction, background of the study, and the problem statement. It also detailed the purpose of the study, research questions, theoretical conceptual framework, the significance of the study, definition of terms, and positionality. Chapter 2 consists of the literature review covering Asian American background, the theory of self-actualization, and mindset psychology. Chapter 3 covers the methodology, the research design, study population, data collection procedures, data analysis procedures, and ethical considerations. The fourth chapter presents the data analyses and findings. Chapter 5 contained the discussion of findings, recommendations for future research, implications, limitations, and a conclusion. Finally, the references and appendices are included at the end of the dissertation.

CHAPTER 2: LITERATURE REVIEW

Introduction to the Chapter and Background of the Problem

The purpose of this study is to understand the processes and practices of Asian American young adults who applied the growth mindset strategies in three different life areas of career, relationships, and health. Assisting Asian American young adults to develop the growth mindset is crucial because they are at the stage of developing themselves to make decisions regarding their career, relationships, and health that will impact their adulthood. As Asian American young adults engage in the growth development process, they can better improve their abilities to develop a successful career, relationships, and health to help them reach self-actualization and achieve psychological well-being (Winston, 2016).

To provide additional context for this study, this chapter includes the research relevant to the cultural backgrounds of Asian Americans, specifically those who grew up with Asian cultural values in an American/Western society. Additionally, this chapter includes aspects of the acculturative process for Asian immigrants to America, as well as the development of young Asian American adults whose cultural impact on their transition to adulthood may be perceived as having influenced their ability to reach their full potential, referred to as self-actualization within the literature. Following the theoretical foundations, the literature review is organized into subsections based on the key factors affecting the development of culturally diverse young people (Galvan, 2014). It also includes theories in self-actualization and mindset psychology and the framework(s) that shape fixed and growth mindsets, followed by a brief overview of other successful mindsets and the techniques for shifting from a fixed to a growth mindset. This is followed by a summary and integration.

Asian American Background

The first group of Asian immigrants to come to the United States in significant numbers were Chinese, starting in the 1830s as contract laborers on Hawaiian sugar plantations (Trieu, 2016). By 1960, Asian Americans accounted for 1% of the total U.S. population (Japanese American Citizens League, 2006). From 2000 to 2010, the Asian American population grew by 46%, faster than any other race or ethnic group in the United States during the same period. Today, there are Asians of at least 24 different national origins in the United States, each with unique histories, cultures, and characteristics (Yu, 2020). It has been estimated that, by 2060, Asian Americans will be the largest single immigrant group (38%), surpassing Hispanics/Latinos (31%) for the first time since 1995 (Budiman & Ruiz, 2021b). See Table 1 for comparisons of the growth differences of the main races populating the United States of America.

Table 1

Comparison of the Growing Rates of Different Racial Groups in America (% of Total Population)

Race	1960	2005	2015	2060 Projected
Asians	5%	23%	26%	38%
Hispanic	14%	48%	47%	31%
Black	1%	8%	9%	11%
White	80%	21%	18%	20%
Total	100%	100%	100%	100%

Note. Adapted from “Asian Americans are the fastest-growing racial or ethnic group in the U.S.”

by A. Budiman and N. G. Ruiz, 2021a (<https://www.pewresearch.org/fact->

[tank/2021/04/09/asian-americans-are-the-fastest-growing-racial-or-ethnic-group-in-the-u-s/](https://www.pewresearch.org/tank/2021/04/09/asian-americans-are-the-fastest-growing-racial-or-ethnic-group-in-the-u-s/)).

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Acculturation

Acculturation is the process of cultural and psychological change resulting from interacting with a different culture via migration and resettlement, both of which are major life events that can affect immigrants' way of living (Ayres & Mahat, 2012). There are several levels of acculturation. The first is assimilation, where immigrant individuals accept, absorb, and live mainly in terms of the host culture. Those who have assimilated are more likely to celebrate the host culture's traditions as compared to those of their native culture. Second is integration, where immigrants firmly hold onto the values of their native culture, even while interacting with the host culture. These individuals engage in the activities of both cultures, though the engagement level is higher for their native culture than for the host culture. The third type is multiculturalism, where immigrants live in both cultures, existing side by side in equal measure (Berry, 2003). Individuals who practice multiculturalism put the same amount of energy and engagement into both cultures' traditions and activities.

Many factors can affect the acculturation process for newly arrived Asian Americans. For example, social support can be an essential factor in assisting immigrants in successfully adapting to the new country. Many Asian immigrants come to America lacking family support and financial stability, and/or they have language barriers that can make it difficult for them to successfully adapt to the new country. However, immigrants who arrive in countries that are open and supportive, and who are provided with the necessary resources, are more likely to adapt successfully to the contemporary culture (Moon, 2008; Thomas & Choi, 2006). Ayres and Mahat

(2012) stated that social support is crucial in helping new Asian immigrants between the ages of 18 and 25 to adjust to American culture successfully.

Identity of Young Adults

It is critical for young adults to create a healthy psychological separation from their parents to discover their personal identity, strengths, and talents (Tokar et al., 2003).

Psychological separation is defined as the “shedding of family dependencies,” whereby young adults can emotionally disengage from their parents and “gain a sense of identity as a separate individual” (Hoffman, 1984, p. 170). Lopez and Andrews’ (1987) study revealed that young adults need to perceive themselves as capable of making their own life decisions. As young adults enter the real world, they often try new and different experiences in their attempt to discover their unique identity, strengths, and talents. Therefore, it is important for them to have the confidence and ability to make decisions that best fit their own lives, rather than to meet the perceptions or expectations of others. It is essential for young adults to become independent thinkers in order to make their own career, relationship, and health decisions. At the same time, having their parents’ support and encouragement while making those life decisions is also extremely important for young adults, if they are comfortable to select a life path that brings them personal fulfillment. As young adults explore different life options and carve out their own identity, the strength of their family connection may be reprioritized behind their personal identity, resulting in the young adults making decisions that are less aligned with their family’s wishes. However, many Asian American young adults have a difficult time developing psychological separation due to cultural and family influences.

Research on Asian American young adults and how they approach decision making is sparse. The studies that do exist focus primarily on how the young adults make career decisions,

rather than on the decision-making process regarding relationships and personal health. Thus, the following discussion is mainly on how culture and family influence Asian American young adults in making career choices. Clearly, more research and understanding on how family and culture influence Asian American young adults and their personal relationships and health are much needed.

Cultural Influences

Cultural influences can have a significant impact on Asian American young adults as they contemplate their next steps into adulthood. The Asian culture is comprised of many subcultures with diverse religious/spiritual traditions that emphasize and reinforce interdependence, unconditional loyalty and devotion, self-sacrifice for family needs, and filial responsibility (Kim et al., 1991; Yagi & Oh, 1995). Therefore, both conformity and a feeling of obligation to the family's desires are standard social norms expected from Asian American young adults as they make choices at all levels of their lives. These young adults are pressured to follow orders and make decisions that reflect a collectivistic orientation, emphasizing their responsibility to bring value and honor to the family.

Due to the cultural conflicts that arise for immigrant families, many Asian American young adults encounter a high level of psychological distress when making important decisions. Ma et al. (2013) observed that Asian American parents who hold on to their native culture's norms and values expect their children to make life decisions that align with them, such as bringing about or creating group harmony. Asian American young adults, in other words, are ordinarily expected to pursue a career path that aligns with their family's values. Therefore, it is challenging for Asian American young adults to follow career paths that violate parental wishes, signifying a failure to fulfill their obligations (Ma et al., 2013). Thus, it is understandable that

many Asian American young adults choose a career that fits their parents' wishes, thereby earning their parents' approval and avoiding feelings of guilt and shame (Tang, 2002). Leong and Hardin's (2002) study revealed that the hope and desire for parental approval by Asian American young adults could be so great that they would rather earn that approval than choose a career path that more closely fit their own interests. As a result, many Asian American young adults' educational, occupational, and familial decisions are closely aligned with family and cultural values, with a strong impact on the shape of their adult years (Mercado, 2000).

And yet, many young adults from Asian immigrant families tend to adapt to American society more quickly than their parents. Therefore, they may lean more toward Western attitudes based on norms and values emphasizing autonomy, personal freedom, and free expression of feelings, as they learn and form their identity and lifestyle (Chen-yao & Hébert, 2006). As a result, many Asian American young adults may feel disloyal when choosing a career based on the individualistic mentality, thereby abandoning the collective mindset of Asian values and norms. Such Asian American young adults tend to develop anxiety and confusion when making life decisions, because they are afraid that their choices may disappoint their parents. Indeed, the results of Keller and Brown's (2014) study of 113 Asian American undergraduate students from community colleges in the West and Midwest regions revealed that 76% of the participants experienced high levels of emotions such as fear of rejection and abandonment in their close relationships during a time frame in which they were making major life decisions. This indicates that Asian American young adults who were considering a career that lay outside the STEM-based fields often developed an abandonment feeling from their family. They felt that they were being unfaithful to their family when they were pursuing a career that did not meet their family's expectations. Also, these Asian American young adults might feel that their family was

abandoning them, when their family did not support their unique career choice. This resulting conflict may become an ongoing and lifelong battle for many Asian American young adults.

Familial Influences

The level of psychological distress of Asian American young adults' experience can be heavily influenced by the cultural adaptation level of their parents in America. An example would be when Asian parents who have recently immigrated to America can still have stronger ties to their native culture. They tend to have a more difficult time understanding their children's choices, thought processes, and reasons, leaving them confused as to why their children seem to be more aligned with the Western culture than with their native culture. Furthermore, Asian American parents who may not have a great understanding of the different career paths whereby their children could earn a livable income tend to encourage their children to enter specific career fields that are familiar within the Asian community. Chen-yao and Hébert (2006) observed that many Asian American parents urge their children to choose more financially promising majors such as medicine, engineering, business, or other prestigious STEM-related fields. Many Asian American parents believe that their children must pursue a career in one of these types of occupations to move upward on the socioeconomic ladder and improve their social standing (Louis, 2001). For example, in the study by Zhou (2003), a Chinese immigrant father became upset when his son changed his major from engineering to English. Disregarding his son's talent for creative writing, the father expressed, "You have a 90 percent chance of getting a decent job with an engineering degree, but what chance would you have of earning income as a writer?" indicating a focus on financial returns and career stability over the son's desire to pursue a personally fulfilling career path. This type of conviction often develops from other successful Asian Americans' perceptions of those fields (Goyette & Xie, 1999).

In addition, Asian American young adults who have trouble communicating their career interests to their families are more likely to comply with their parents' expectations (Leong & Hardin, 2002; Ma & Yeh, 2005). Asian American young adults who are more proficient in English through schooling and exposure to European American culture than their parents, and are less fluent in their native language, can have a difficult time communicating and explaining their career choices to their parents. This communication barrier in family relationships branches into many other types of stress in the lives of Asian American youth. Asian American young adults who have the desire to pursue their true interests but have trouble communicating with their parents may avoid discussing the subject or telling their parents about their true desires (Ma et al., 2013).

Asian families who have also experienced financial struggle may be more motivated to encourage their children to pursue careers that are considered reliable. Prior to immigrating to the U.S., many Asians living in countries such as Vietnam, Cambodia, and Laos may have experienced financial hardship due to war, persecution, and political upheaval (Ying & Han, 2008). Many continued to experience financial difficulty when they immigrated, due to the lack of resources to support themselves in a foreign country (Min, 1998). Many new Asian immigrants with a limited skillset and language abilities often endure low-paying menial jobs and live in inner-city ghettos (Zhou, 2003). Asian Americans who lack English proficiency are more likely to experience a delay in educational attainment and career development (Kim et al., 2003). Therefore, many Asian American parents and extended families rely on their children to provide long-term financial support. This is especially true for older parents who cannot work or have difficulty finding work, due to barriers such as a lack of knowledge, skill, or professional training (Uba, 1994). As a result, many Asian American parents want their children to pursue

careers commonly seen as lucrative, because they indicate an easier path and more stability on the way to financial independence or can help provide financial assistance to the family.

Personal Barriers

In addition to cultural and family barriers, many Asian American young adults lack the appropriate personal skills to achieve their goals and reach self-actualization. American youths often lack the knowledge and skills to discover their strengths and talents to develop a successful career. Criswell (2003) observed that public education is lacking in humanistic principles and dimensions, thereby putting students in danger of being unable to discover their strengths and talents to develop successful careers. As a result, many Asian youths who grow up in America tend to have a difficult time figuring out how to discover their strengths and talents to help them pick the right career, because they were never taught how to do this.

Even if Asian American young adults can discover their strengths and talents successfully, they also lack problem-solving skills to respond to societal, cultural, and familial challenges successfully so that they can stay focused on using their strengths and talents effectively. Studies presented in Treffinger et al. (2006) found that American youths are not being prepared successfully to face the challenges and uncertainty of the future, as they try to discover their identity, strengths, and talents to develop a successful career, relationships, and personal health. For instance, a major goal of the education system is to develop the students' problem-solving knowledge in order to help them learn how to adapt this skill to new or different problems. However, there is still a lack of sound research data that provides a clear understanding of how prior knowledge functions to facilitate subsequent learning in students (Phye, 2001).

The lack of problem-solving skills can also often lead to a low level of self-confidence in Asian American young adults. They tend not to have enough confidence to engage in reasoned dialogue to avoid being trapped in the societal stereotypes (Treffinger et al., 2006). Furthermore, in an increasingly globalized world, Asian American young adults are struggling to maintain a balance between the Asian and American cultures. They face the great obstacle of not knowing how to assess and negotiate aspects of the different cultures successfully within their family and in society to help them form their own identity.

Even though societal, cultural, and familial influences will continue to impact Asian American young adults' lives, they can learn the knowledge and skills to respond effectively to overcome their challenges, create successful solutions to achieve their goals, and reach their full potential. According to the Self-Determination Theory, people have the ability to control themselves and overcome anything to reach their full potential (Proctor et al., 2015). Indeed, reaching one's full potential is primarily about how one responds to external circumstances (Ivtzan et al., 2013). Asian American young adults who are adequately prepared with the knowledge and skills to learn more about themselves and develop their abilities can respond more effectively to external circumstances to overcome challenges to reach self-actualization and experience psychological well-being.

The Self-Actualization Theory

Self-actualization is a process where an individual is on a quest to learn, grow, and be creative to use their abilities to form an integrated personality, a whole "self" (Ivtzan et al., 2013). It can also be viewed as a process and realization that the self and the environment are two pieces of a greater whole: the holistic self (D'Souza & Gurin, 2016). Kurt Goldstein coined the term self-actualization in the early part of the 20th century. However, the term did not get

noticed in the mainstream society until Abraham Maslow used it in his hierarchy of needs pyramid in 1943 (D'Souza & Gurin, 2016). Goldstein and Maslow observed that there is a fundamental quest for individuals to discover who they are and must be, by searching for knowledge and trust to become the best possible they can be, to reach self-actualization (Ivtzan et al., 2013). Maslow also believed that every human being could intuitively know what they need to do to become mentally healthy and happy (D'Souza & Gurin, 2016).

Hierarchy of Needs Pyramid

Abraham Maslow introduced the hierarchy of needs pyramid in his 1943 paper called “A Theory of Human Motivation” in the *Psychological Review* journal. Then, it took root in mainstream society in 1954 (Winston, 2016). There are five levels of needs on the pyramid: (1) physiological needs, (2) safety needs, (3) belonging needs, (4) esteem needs, and (5) self-actualization needs. Physiological needs refer to necessary things for survival, such as breathable air, food, shelter, and water. Safety needs are things that make individuals feel safe such as knowing that their water is clean, having adequate shelter, and living in a secure environment. Belonging needs are met through feeling liked, loved, and accepted by others. Esteem needs are achieved by feeling self-confidence and being respected by others. Finally, self-actualization needs are met when individuals engage in self-development and use their abilities to become their best self (Winston, 2016). Maslow also considered the four lower needs as deficient needs (D-needs) or gratification needs, and the fifth need as higher needs (B-needs). Maslow proposed that the lower needs motivate the emergence of higher needs, culminating in the need for self-actualization. The higher individuals are on the pyramid, the higher their motivation level (D'Souza & Gurin, 2016).

Maslow argued that human behaviors are driven by needs, which can also be referred to as goals. As individuals fulfill a goal, they will want to pursue a higher goal. For example, as individuals meet a certain degree of the bottom levels, such as food and shelter, they develop higher needs to develop self-esteem and reach self-actualization (Ivtzan et al., 2013). There is flexibility on how much individuals need to fulfill the bottom needs before pursuing and achieving self-actualization. For instance, some individuals might go hungry on certain days or pay little attention to their physiological needs and still creatively use their strengths and talents to reach self-actualization (D'Souza & Gurin, 2016). Furthermore, the bottom needs do not necessarily have to emerge in the given order presented by the hierarchy pyramid for individuals to reach self-actualization. Individuals can fulfill the belonging needs first before the physiological and safety needs. Also, needs recur over time depending on numerous personal and environmental variables. However, meeting the bottom needs first can make it easier for individuals to reach self-actualization than not meeting those needs (Winston, 2016). For instance, individuals who have enough to eat and feel safe in their environment can experience less worry and stress; therefore, they can give more attention and time to learning and developing their skills to reach self-actualization (D'Souza & Gurin, 2016). Winston (2016) also observed that most commonly, self-actualized individuals arise in the order specified by Maslow's hierarchy of needs.

Reaching Self-Actualization

Self-actualized individuals are motivated to learn and become mature to fulfill their B-needs (Compton, 2018). For these individuals, deficit needs are only to be satisfied enough to motivate them to fulfill higher needs, B-needs. For example, when a lower need is satisfied to a certain extent, these individuals give their time and attention to higher needs. In other words, the

deficit needs motivate to growth behaviors to fulfill the B-needs (Winston, 2016). Self-actualized individuals are less motivated by achieving fame, wealth, or influence. Instead, they are more motivated by intrinsic development that is more focused on growth-oriented than deficiency-focused (D'Souza & Gurin, 2016). Maslow stated that when individuals understand and realize that self-actualization is not about making the most money or achieving the highest status, opportunities for enjoyment and fulfillment can be more accessible (Winston, 2016).

Reaching self-actualization is based on leveraging one's ability to reach their potential. It is the very individual process and motivation that will help them reach self-actualization (D'Souza & Gurin, 2016). It is also a natural and dynamic lifelong growth process with total concentration and absorption in developing into a full, clear, and selfless experience (Ivtzan et al., 2013). Self-actualization involves a strong sense of purpose and self-awareness. The process often requires individuals to abandon familiar comforts and explore new possibilities. It is also vital that individuals develop and have courage, commitment, creativity, and the ability to take risks (D'Souza & Gurin, 2016). As individuals learn to develop and grow their strengths and talents to become their ideal selves, they are closer to self-actualization.

Self-actualization is not a permanent state. For individuals to maintain at the self-actualization level, they must continue learning to acquire new knowledge and skills to be creative in using their abilities (Ivtzan et al., 2013). Furthermore, individuals travel between several levels up and down the hierarchy pyramid over their lifespan, based on life circumstances, individual choices, and mental health. For instance, individuals experiencing stress because of survivor needs such as food and shelter would give more of their focus to achieving those needs instead of the higher needs such as creativity and self-expression

(D'Souza & Gurin, 2016). Once they fulfilled enough of the lower needs, they will give their attention back to the higher needs.

Outcomes

Individuals who reach self-actualization can experience intrinsic benefits. Self-actualized individuals can make their own decisions even in the face of contrary opinions, peer expectations, and other conventional stressors (Compton, 2018). They trust themselves rather than relying on external factors to make their own decisions. They are more accepting of their flaws and mindful of their weaknesses. They are independent, self-confident, and resourceful in using their abilities to achieve their goals and fulfill their purpose and mission in life. These individuals can self-assess things, situations, and people in positive ways (D'Souza & Gurin, 2016). Self-actualized individuals tend to have deeper, healthier, and more meaningful interpersonal relationships than those who are not self-actualized. They express empathy and respect the autonomy and individuality of others, and can express genuine empathy (Ivtzan et al., 2013).

Individuals who drive toward self-actualization can also bring benefits to society. D'Souza and Gurin (2016) observed that these individuals tend to lead to a more solidary, compassionate, caring, problem-solving, and altruistic lifestyle. Maslow stated that individuals are born selfish, but as they move toward self-actualization, they gradually become selfless and compassionate to create a flourishing society (Compton, 2018). Even though fulfilling the bottom needs is more focused on self-interest, as individuals move up the pyramid to fulfill higher needs, they tend to dedicate more time and causes outside of themselves and family, which results in selfless behaviors. Therefore, individuals who follow a growth motivation path

can shift focus from self-interest to social interest, resulting in personal satisfaction and communal peace (D'Souza & Gurin, 2016).

Mindset Psychology

The Development of the Mindset Theory

The mindset theory was originally developed in the 1970s, when Carol Dweck observed that children reacted in different ways when faced with challenges and setbacks (Dweck & Yeager, 2019). Through her studies, Dweck discovered that, while some children care more about proving their ability, others care more about improving it (Dweck & Yeager, 2019). As a result of this observation, mindset research was born. Individuals who want to prove their skills tend to have a strong desire to demonstrate that they have certain traits. They make a great effort to prove that these traits are a deep-seated and fixed attribute of themselves. In contrast, individuals who desire to improve their skills learn and apply new knowledge to strengthen their abilities. These people see their traits as a dynamic quality that can be continuously developed and adapted for new challenges.

The Mindset

Many researchers have defined *mindset* as a set of beliefs that guides an individual's thoughts and behaviors (Dweck, 2016; Dweck & Yeager, 2019; Franklin, 2016; Polirstok, 2017). Mindset is also a filter through which individuals see and perceive the world. It creates an understanding of how individuals make sense of the events that affect them, such as what they are bound to do and where they belong (Javidan et al., 2007). The mindset also constructs how an individual defines and gives meaning to different characteristics such as success, challenge, or failure. It impacts whether people's overall outlook is positive or negative or whether they are charismatic or shy (Johnson, 2019). It can also determine whether individuals become the

persons they want to be and accomplish the things they value. Mindset affects how individuals respond to the world, which can shape their sense of happiness. For example, the mindset affects how an individual responds to setbacks and adversity (Dweck, 2016). Dweck and Yeager (2019) observed that people generally have great potential to achieve their goals and dreams, but it is how individuals react and respond to challenges that determines their success rate.

Implicit Theories

The mindset of individuals is developed through their internal belief system, known as *implicit theories*, which create a framework that influences their emotions, thoughts, behaviors, and how they perceive and respond to situations during their lives (Dweck & Yeager, 2019). For instance, implicit theories are what individuals use to assess and then create beliefs regarding their own intelligence. What individuals believe about the nature of intelligence will guide how they think, feel, and act when faced with intellectual tasks (Franklin, 2016). If people perceive that their intelligence is unchangeable, they are less likely to put in the extra effort to learn, grow, and improve on a skill (Broomhead & Skidmore, 2014; Smith & Capuzzi, 2019). The way individuals process external information also depends on the beliefs they hold about themselves. For example, those who perceive themselves as negative would process external information as more negative than other individuals who view themselves as more positive. Therefore, individuals' implicit theories create beliefs regarding how they view the nature of human attributes, themselves, and the world (Bernecker & Job, 2019; Dweck & Yeager, 2019).

Dweck and Yeager (2019) developed the concept of implicit theories to explain why some children were easily unsettled by difficulties and tried to avoid them versus other children who liked challenges and actively sought them. The authors concluded that the meaning and importance assigned to failure was dependent on children's perception of their abilities as

something deep-seated and permanent or something they could develop. In their research, they came to create two types of implicit theories: entity theories (fixed mindset) and incremental theories (growth mindset). How people deal with difficulties that they may face in life depends on whether they approach the issue with a fixed or a growth mindset (Bernecker & Job, 2019). Mindset is not determined by the kind of talent or skill with which individuals are born. A fixed or a growth mindset may be simultaneously developed within the same individual related to different topics (Dweck, 2016). For instance, a student may have a fixed mindset about reading but a growth mindset regarding math. Individuals can also have a different mindset for different personal attributes, such as intelligence, personality, moral character, willpower, or even bodyweight (Bernecker & Job, 2019).

Theory of Intelligence: Fixed and Growth Mindsets

Much of the research on implicit theories has focused on intelligence; it is known in psychology as implicit intelligence theories. Dweck (2016) stated that individuals in different areas—such as leadership, business, sports, parenting, and education—could use the same intelligence theories to help them become successful in whichever field they choose. Within the theory of intelligence, there are six main characteristics: (1) knowledge and skills, (2) main concern, (3) effort, (4) challenge, (5) feedback, and (6) mistake. These six characteristics within the theory of intelligence will be further discussed from both the fixed and growth mindset perspectives in the section below.

Knowledge and Skills

Knowledge refers to the facts and information that an individual has about a subject. However, skills refers to how effectively an individual uses facts and information. This section

discusses how individuals with the fixed or growth mindset view and use their current and future potential knowledge and skills.

Fixed Mindset

Individuals who hold a fixed mindset believe that their essential traits and characteristics are “hard-wired” and unchangeable (Chiarelli, 2018). They believe that their abilities are predetermined rather than malleable (Franklin, 2016; Stewart, 2018). Moreover, these individuals believe that they are born with specific skills only and are limited in learning new skills. A fixed mindset can also limit people’s goals and even lifestyles by underestimating their abilities (Johnson, 2019). An example is when individuals with fixed mindsets have trouble learning a skill. These individuals are likely to doubt their ability and believe that they will never be able to master it. Therefore, they can be expected to put less effort into learning a new skill. In fact, they often do not learn a new skill that might seem beyond their current level of ability because they believe that they cannot learn it successfully. Thus, these individuals are less likely to set learning goals to improve their career, relationships, and health that are beyond their current level of knowledge and skills.

Growth Mindset

Under the growth mindset theory, everyone can develop any knowledge or skills through specific learning and input (Chao et al., 2017; Chiarelli, 2018). The concept of a growth mindset, however, does not mean believing that all individuals are equally intelligent or can learn new knowledge and skills at the same pace or proficiency level. Still, it does mean that people can continue to acquire new knowledge and skills to develop their intelligence. Individuals who hold the growth mindset believe that their traits are malleable and not predetermined, which is essential to continued development through different life stages. Having a growth mindset

increases an individual's motivation to learn (Chao et al., 2017). No matter the inherent strengths and talents an individual may possess, natural talents are malleable and can always be shaped and improved (Mofield & Peters, 2018). For example, individuals with a growth mindset hold the belief that their full potential is unknown, meaning that there is always something that they can learn to further develop their competence.

The Main Concern

The concept of main concern explores why individuals want to achieve their goals. There are many reasons for why individuals may choose to pursue goals in their lives. This section discusses the different reasons (or concerns) on account of which individuals with fixed and growth mindset approach their goals.

Fixed Mindset

Individuals with a fixed mindset are more focused on reaching the destination as fast as possible and less concerned about the learning process. They are more likely to focus on performance goals to prove their fixed ability. For instance, students with a fixed mindset tend to focus on standardized tests or final assessments to prove their competence. Not meeting a performance goal can lead to these individuals feeling that they cannot become successful afterwards (Franklin, 2016). Another reason to focus on their fixed ability is to avoid failure. They tend to have a higher chance of succeeding by focusing on activities reinforcing their fixed knowledge and traits (Auten, 2013).

Growth Mindset

Individuals with a growth mindset are more motivated to put in extra effort and time to master the knowledge and skills needed to reach their goal destination. They are more likely to adopt learning goals, focusing on developing and improving their ability, in contrast to

individuals with a fixed mindset, who focus on performance goals. These individuals enjoy working hard to reach their goals, shaping their cognition, affect, and behavior, thereby leading to different learning outcomes (Dweck, 2016). In social settings, they are more likely to set social goals that involve learning and developing relationships. Individuals who adopt more mastery goals (goals for improvement and learning) instead of performance goals (goals to look smart or be the best) often find more personal satisfaction in their pursuit of high standards (Mofield & Peters, 2018). As a result, these individuals learn to value the learning process more than achievement, which allows them to experience more joy from personal growth.

Effort

Effort refers to the amount of time or level of exertion that individuals put in to achieve their goals. This section discusses the different levels of effort exerted by individuals with a fixed mindset or a growth mindset in working to achieve their goals.

Fixed Mindset

Individuals with a fixed mindset tend to put less exertion into discovering new knowledge or skills to achieve their goals. They also tend to avoid learning new information that requires concerted effort. The more effort they put into learning or doing something, the more they doubt their talent and abilities. Exerting effort creates doubt in their own intelligence, as they believe that intelligent people do not have to work hard. Furthermore, they believe that their future is based on their past experiences and cannot project that they will improve or have a better outcome in the future (Dweck, 2016). These individuals tend to think that they will not succeed in achieving a task after failing to do so once. In the context of relationships, individuals who hold a fixed mindset tend to believe that experiencing challenges in a relationship means that they do not belong in that relationship. They have a difficult time understanding that

learning new knowledge and skills to overcome their problems is a necessary and normal part of maintaining healthy relationships. To them, any effort expended toward growth traits and characteristics will be futile. Even though fixed-mindset individuals believe that they can learn new things at some level, they essentially believe that their intelligence is fixed (Stewart, 2018). As a result, individuals who hold these beliefs are apt to put in less effort to overcome challenges and achieve their goals (Franklin, 2016). Furthermore, these individuals also tend to limit their learning only to meet a particular goal, such as acquiring just enough knowledge and skills to pass a test, and avoid continuing the learning process afterwards. Even though they might pass the test, it does not necessarily mean that they have thoroughly learned the subject.

Growth Mindset

Individuals with a growth mindset are more likely to put in more time and effort to learn the knowledge and skills needed to achieve their goals successfully. Instead of avoiding the challenge, individuals with a growth mindset view effort as a tool to measure their success. They persist through setbacks and obstacles until they succeed. They understand that individuals who have accomplished great things experienced years of passionate practice and learning. Dweck's (2016) research revealed that in virtually every field—such as business, sports, science, and the arts—the characteristics that seem to distinguish the people who are acknowledged as geniuses from other talented peers are the levels of practice and effort that are expended. They put more effort into becoming successful by learning more deeply, managing their time better, and staying motivated. They surround themselves with others who possess more skill, confront their own mistakes and deficiencies, and make frank assessments of what skills they need for the future. Consequently, individuals with a growth mindset can move forward with confidence grounded in the facts, not built on fantasies about their talent. With the high level of effort these individuals

put in, they tend to achieve high-performance results. For example, Wilson (2016) mentioned that students with a growth mindset scored significantly higher in mathematics and reading than students with a fixed mindset. These individuals tended to devote more time to the most challenging questions on a test. They were more capable of accurately assessing their abilities and the gaps in their knowledge, which led to increased learning. When they tried to learn a new skill and could not master it quickly, they developed ways to think and encourage themselves, such as, “I’m not good at this yet,” or, “I need more practice.” They had the confidence to believe that they could master the new skill successfully with more learning and effort (Smith & Capuzzi, 2019).

Challenges

Challenges are difficulties that individuals have to overcome to achieve their goals. There are many forms of challenges, whether individual, cultural, situational, or environmental. This section discusses the different approaches used by fixed and growth mindset individuals to overcome challenges to achieve their goals.

Fixed Mindset

Individuals with a fixed mindset tend to avoid challenges. They will most likely choose not to engage in tasks or learn in areas where they do not already feel confident. They are less likely to take risks or attempt challenges, because they might reveal their deficiencies or cause them to be perceived as inadequate or incapable. They will most likely see challenging tasks as a threat to their competence (Stewart, 2018). In a 2-year study on middle school students, Romero et al. (2014) observed that students with a fixed mindset took easier math courses than students with a growth mindset, as they were attracted by the appearance of accomplishment. Individuals with a fixed mindset are also more likely to stop trying when they encounter challenges or

setbacks, because they are afraid to fail, to make mistakes, or to be labeled as inferior, thus proving their lack of ability.

Growth Mindset

Individuals with a growth mindset are more likely to embrace and learn new knowledge and skills to overcome challenges. They approach challenges as learning opportunities, believing that they can thereby cultivate and improve their intelligence, knowledge, and skill (Stewart, 2018). They approach challenges with engagement, passion, and tenacity, to foster their desire to focus on mastery through persistence, strategy, and determination. Perceiving themselves as evolving and growing, they are better at dealing with social stresses. Even though life may have its challenges, with passion and dedication, these individuals enjoy putting in the effort needed to make their lives successful (Dweck, 2016). Therefore, individuals with a growth mindset are more likely to use effective learning strategies in the face of difficulties and are also better at performing challenging tasks (Bernecker & Job, 2019). By facing challenges, they tend to grow and improve themselves and impart a sense of autonomy and control over their performance outcomes (Chao et al., 2017). They believe that it is not so much about a label or achievement, but the improvement within themselves. The bigger the challenge, the more they stretch themselves (Wilson, 2016).

Feedback

Feedback is information given by one person to another on their action or performance. This section discusses how fixed and growth mindset individuals perceive and use feedback.

Fixed Mindset

Individuals with a fixed mindset see feedback as a criticism that targets their talent and ability (Dweck, 2016). Seeing feedback as a personal attack on their competence, they believe

that receiving feedback makes them seem unintelligent, because they also believe that intelligent people should not be acting in a manner that requires improvement. These individuals also feel that receiving feedback reveals that they have fallen short in one way or another in their work. Feeling inadequate, individuals who approach feedback with a fixed mindset will start to doubt their ability to become successful (Johnson, 2019). They are more likely to develop a negative emotional response such as sadness, fear, or anger. Therefore, they tend to shun feedback to avoid experiencing those negative emotions. Individuals with a fixed mindset are also unlikely to seek feedback after they have made a mistake, because they already decided that they have failed. If they actually are interested in receiving feedback, it is only because they are looking for feedback that confirms their fixed abilities.

Growth Mindset

Individuals with a growth mindset seek critiques as a chance to learn, which helps them build their competence as information seekers (Chiarelli, 2018). These individuals see feedback as a tool to monitor their growth toward a goal. They know that feedback involves the value of challenging themselves to learn new knowledge and skills. Individuals with a growth mindset use feedback as a learning process that leads to a positive change in their accomplishments. They are attentive to where and how they can learn and develop their knowledge and skills, whether they are wrong or right. As a result, they become more resilient over time, implementing the feedback they have received (Franklin, 2016).

Mistakes

A mistake occurs when an individual made a wrongful action or statement based on a misunderstanding, inadequate knowledge, or inattention. This section discusses how fixed and growth mindset individuals view and overcome mistakes.

Fixed Mindset

Individuals who hold a fixed mindset are more likely to interpret mistakes as confirmation of their inability, leading to reduced effort (Bernecker & Job, 2019; Henderson et al., 2008). These individuals believe that they are not learning and growing when they make mistakes. They feel that they are not good enough because of their mistakes and will not become successful in reaching their goals (Johnson, 2019). One of the qualities that fixed-mindset individuals have is pessimism. Whenever they fail on a task or project, they believe that they have wasted their time and should have been doing something else instead. To preserve their egos, they may blame others or make excuses and quit. As a result, people with fixed mindsets put in less effort to learn and overcome their mistakes and failures. They become caught in their failures and do not know how to get out of their mistakes effectively to become successful in their task (Johnson, 2019).

Growth Mindset

When faced with a mistake, growth-mindset individuals see it as a learning opportunity and do not believe it is a threat to their intelligence or competence. They see that their mistakes are not a reflection of their worth but rather a means to help them know what to do differently for their personal development (Mofield & Peters, 2018). Individuals who approach life challenges under the growth mindset have a better chance of building resilience to setbacks (Chiarelli, 2018). They see that mistakes are temporary speed bumps or stepping stones to reaching the next level of success (Johnson, 2019). They evaluate mistakes better to understand the task or topic at hand and learn how to use their resources more effectively the next time they face the same challenge. Growth-mindset individuals also have high standards for their goals and do not feel discouraged, limited, or depressed when making mistakes in accomplishing their goals. No

matter how many times they fail, they always find the courage to try again and continue to become more creative in achieving their goals.

The Impact of Fixed and Growth Mindsets on Asian American Young Adults

The level of success of Asian American young adults in achieving their goals and in reaching self-actualization can contribute to the type of mindset they develop, whether fixed or growth. The outcome can affect all three of their life areas: career, relationships, and health.

Mindsets and Career Development

Asian American young adults who have a fixed mindset have a more difficult time discovering and using their strengths and talents to develop a successful career. These individuals are unlikely to attempt a career that seems beyond their current level of knowledge and skills, even though that career might be a good fit with their strengths and talents. For instance, if Asian American young adults want to be artists, but feel that they do not have the knowledge and skills to become successful, they are unlikely to pursue that career. They believe that they need to have the knowledge and skills upfront to become successful. In addition, Asian American young adults with a fixed mindset are more likely to pursue a career that is commonly recognized in the Asian community, such as in the STEM-based fields, if they are not clear on the nature of their strengths and talents. They are less likely to take the time to learn and discover new strengths and talents, so that they can pick the career that fits their interests.

Asian American young adults with a fixed mindset are also less likely to undertake new experiences in order to learn new knowledge and skills to advance their careers. For example, they often do not seek to learn and apply leadership skills to give them more opportunities for career growth. They construct the belief that any knowledge and skills beyond their job tasks and duties are not necessarily important for them to learn. Their main concern is only to become

successful in their current job positions; they are less interested in acquiring new knowledge and skills to attain career advancement. As a result, many Asian American young adults with a fixed mindset are likely to stay at the lower or middle levels of management in the workforce.

Alternatively, Asian American young adults who hold a growth mindset tend to believe that they can further develop their less-developed traits to succeed in any career they desire. These individuals are more willing to put in the time and effort to learn and discover their strengths and talents to pick the right career for themselves. Whatever career matches their strengths and talents, they would try to pursue it, even though they might lack the knowledge and skills upfront. Even though it might take them more time to discover their strengths and talents, they believe that the positive experiences and outcomes will be worth it. Therefore, these Asian American young adults are less influenced by or tempted to pursue a career in the STEM-related fields that may not be a good fit for them.

Asian American young adults with a growth mindset are also more motivated to learn new knowledge and skills and deploy old skills to become successful. They believe that they can learn and master the necessary skills in any given field to become successful. They are more open to trying different things and being in different situations in order to gain experiences to develop and grow to achieve their goals. These individuals focus more on the process of learning and applying their abilities to create meaning and purpose; in contrast, they focus less on seeking social ranking and socioeconomic status. Since these individuals perceive themselves as evolving and growing, they are better at dealing with social stresses to overcome challenges. For example, even though Asian American young adults are dealing with stereotypes and cultural and family conflicts, they enjoy putting in the effort to learn new strategies to help them overcome those challenges, so that they can continue moving forward to achieve their goals. They are not afraid

to set high expectations for themselves, apart from Asian cultural and societal stereotypes, to become successful and to reach their full potential.

Mindsets and Relationships Development

Asian American young adults with a fixed mindset are less likely to seek to build new relationships. In the workforce, they are less motivated to build relationships with their colleagues, supervisors, or bosses. These individuals often construct the belief that building relationships is not necessarily important to help them achieve their career goals. However, relationship building is vital in helping Asian American young adults advance in their careers. For instance, it does not matter what kind of career goal Asian American young adults might set for themselves, as most of them likely they will experience some setbacks and challenges that need the support of others. However, without successful relationships, it can be difficult for them to get the support they need to help them achieve their goals. This fixed mindset can carry over to their personal relationship development as well. For example, they are less likely to be friendly and open to building new relationships with others within their communities. They also construct the belief that relationship building with their neighbors and community members is not essential to helping them thrive.

Asian American young adults who have a fixed mindset also tend to set low expectation goals for their relationships. For instance, in the Asian culture, when Asian Americans reach a certain age such as 30 years old and are not married, they are often pressured by their family to get married as soon as possible. Many Asian Americans are pressured to enter marriages against their inner wishes. They may feel pressured to pick a partner that might not be a good fit for them because they feel like they need to be in a relationship to meet family and culture expectations. By contrast, Asian American young adults who have a growth mindset tend to set

high expectation goals for their relationships. In a romantic relationship, they are more likely to persist until they find the right partner who can supports and challenges them to grow. Therefore, they are less likely to be influenced by their culture and family expectations of having to be in a relationship or get married when they are not ready. No matter what kind of relationships they are in, they will put in the effort to make them successful. They are less likely to avoid relationship problems. These individuals develop the belief that building a successful relationship is like succeeding in anything else: it takes time, effort, and commitment, from themselves and others (Dweck, 2016). For example, even though the Asian American young adult's family might not fully support them in their career choice, they would put in the effort to find ways to explain their decisions to their family. Asian American young adults with a growth mindset also have high hopes that once their family understands their decisions, their family will be more likely to accept and support them.

Mindsets and Health Development

Asian American young adults who hold a fixed mindset often doubt their ability to achieve certain health goals. These individuals often develop the belief that they are not meant to pursue certain types of careers because of their body type or appearance. An example is when Asian American young adults construct the belief that they are not meant to become body builders or football players, because they do not have the body type that those athletes have apparently always had. Therefore, they are less likely to set learning goals to improve their health and to achieve the body type they need to become successful. When they try out a new fitness program to improve their health, in order to achieve a specific body type, but do not succeed in doing so, they are more likely to quit. In addition, when Asian American young adults with a fixed mindset reach their ideal weight, they tend to construct the belief that they do not

necessarily need to engage in a healthy diet or regular exercise as much as others do to stay healthy or fit. As a result, they are less likely to set learning goals to continue to improve their health.

Conversely, Asian American young adults with a growth mindset tend to believe that they can learn to train to achieve any body type they desire, no matter what kind of body structure they start out with. Even though they might take a longer time to develop their desired body type compared to others, they believe that, with learning, effort, and practice, they can become successful. When they have tried one health program and failed, they will persist in looking for a different health program until they succeed. When they fail, they do not make excuses or blame situations or circumstances. In other words, these individuals will not make the excuses that they are Asians and thus cannot achieve certain health goals. The growth mindset in Asian American young adults will give them the ability to believe that, if others can become successful, they can also succeed. They also believe that no matter how fit or healthy they think they are or look from the outside, improvement can always be made. For example, even though Asian American young adults with a slim body frame may look healthy from the outside, with a growth mindset, they believe that they can always acquire new knowledge and skills to improve their health and themselves.

Influences on the Development of a Mindset

This section examines the different external influences that can affect an individual's mindset. Significant influences include other people, society, and the environment (Bernecker & Job, 2019). People's mindsets can also change as they learn, engage, and experience different things and meet different people throughout their lifespan. Smith and Capuzzi (2019) observed that, the more individuals are impacted by external influences, the more difficult it is for them to

discover and use their strengths and talents to reach their full potential. For instance, if Asian American young adults are to discover their strengths, talents, and identity successfully, it will be by their own processes of self-learning, self-enhancing, and self-awareness. However, if Asian American young adults are impacted by external influences, they will start to interject the values of their culture, along with family and societal expectations, into their own belief system. In other words, the greater the influence of external factors, the harder it is for Asian American young adults to increase their self-understanding and self-awareness to discover their strengths, talents, and identity successfully.

Influence of Significant Individuals

Significant people in a person's life can greatly affect the mindset of individuals by influencing their beliefs. For example, parents can heavily influence their child's mindset because they are commonly the primary caretakers who spend the most time in a child's life (Bernecker & Job, 2019). Oftentimes, parents try to shape their child's way of thinking and values to reflect their own belief system. An example is when Asian American parents who insist that their children can become successful only in specific career areas can reinforce these beliefs in their children from a young age. As a result, these children are more likely to develop the same belief when they become young adults. Another example is that the manner in which parents face failure can also affect their children's implicit theories. Parents who believe that failures can be counteracted and overcome through learning and effort are more likely to raise children who believe that intelligence can be changed (Bernecker & Job, 2019). In contrast, parents who feel that they cannot do much to overcome their own failures can also influence their children's fixed mindset.

However, children's mindsets can change, as they grow and interact with different people outside their family members or primary caretakers. For instance, as young adults, they tend to socialize more with their peers, teachers, mentors, or other close contacts, who can have a significant influence on their mindsets outside of their parents (Smith & Capuzzi, 2019).

Societal Influences and the Model Minority Myth

Programming from the wider society can also influence an individual's mindset. Individuals make sense of the world from the culture surrounding their upbringing, which can be transmitted from one generation to the next (Javidan et al., 2007; Johnson, 2019). Developmental psychologists have discovered that issues such as social inequity, power, stereotyping, and discrimination can shape the social contexts of an individual's mindset (Kiang et al., 2017).

One great societal influencer that is affecting the mindsets of Asian American young adults is the *Model Minority Myth (MMM)*. Indeed, the term *model minority* has been used most often to describe Asian Americans, a group often described as having attained educational and financial success, perceived to be good in math and science, and is considered to manifest lower rates of social problems compared to other immigrant groups (Suzuki, 2002). Sociologist William Petersen published the first model minority article in 1966 in the *New York Times Magazine*, titled "Success Story, Japanese American Style," which cast Asian Americans as the model minority (Kiang et al., 2017). The article was followed by media coverage that similarly proclaimed the image of Asian Americans as an educated, successful, hardworking, and noncomplaining minority group in contrast to other minority groups. This stereotype has been widely adopted among teachers, institutions, and members of both majority and minority groups, including Asian Americans themselves (Kiang et al., 2017). The MMM might seem to be a form of praise for Asian Americans for their high levels of education and success, but there are many

inaccuracies within the model that negatively influence the development of Asian American young adults' mindset and identity.

One major negative factor in the MMM is the influence and pressure that Asian American young adults may feel in being assigned to a social identity that does not fit who they are. The stereotype that Asians are only good in math and science has influenced many Asian Americans to believe that they can become successful only in STEM-based fields (Cheryan & Bodenhausen, 2000). This stereotype has caused many individuals, including Asian Americans, to develop the belief that being good in math and science is a genetic trait that is bound to make them successful in the STEM-based areas (McGee et al., 2017). In addition, headlines in the media such as “Asian Americans Dominating Tech” and “Asian Workers Now Dominate Silicon Valley Tech Jobs” may intensify the stereotype and lead Asian American young adults to pursue careers in related disciplines (Ma et al., 2013).

In recent years, this stereotype has been supported by the high rate of Asian Americans in STEM-based or related fields. According to the 2020 United States Bureau of Labor Statistics (2021), a total of 9.4 million Asian Americans above 16 years of age is employed. Out of that population, 58.2% are working in STEM, management, or related fields. Asian Americans also have the highest percentage of people in those fields compared to other ethnicities, such as White, Black, and Hispanic, as shown in Table 2. These statistics have not only affected how American society views Asian Americans but, indeed, how Asian Americans self-identify, which, in turn, has led to the stereotype being adopted in the internal belief systems of many Asian American individuals (Sue et al., 2007). Asian American young adults who happen to conform to this stereotype foster the belief that being good in math and science is a part of their identity, a conclusion that leads to the expectation that they must pursue these fields despite their

lack of interest in STEM-related topics. Conversely, Asian American young adults who do not have the strengths and talents to meet this expectation start to doubt their ability to find success anywhere at all.

Table 2

Comparison of Different Ethnicities in STEM, Management, and Related Occupations

Race/Ethnicity	Total Working Population in all Occupations* (in Millions)	Working population in STEM, management, and related occupations (in Millions)	Percent in STEM, management, and related occupations by Race	Percent in STEM, management, and related occupations within the indicated Race
Asians	9.4	5.4	5.6%	58.2%
White	115.3	50.0	68.4%	43.4%
Black	17.8	6.2	10.6%	34.7%
Hispanic	25.9	6.6	15.4%	25.5%
Total	168.4	68.2	100%	N/A

Note. Adapted from *Household Data Annual Average: Employed persons by occupation, race, Hispanic or Latino ethnicity, and sex*, by United States Bureau of Labor Statistics, 2021 (<https://www.bls.gov/cps/cpsaat10.pdf>).

*Individuals 16 years old and above who are employed.

The stereotype that Asian Americans are not successful leaders also limits Asian American young adults' identity development. Asian American young adults who internalize this stereotype are less motivated to learn and seek out leadership positions (Akutagawa, 2013). They tend to doubt their ability to become effective leaders, even though they may well have the knowledge and skills to become successful (Xin, 2004). As a result, many Asian American

young adults tend to believe that impactful leadership is not a characteristic they possess.

Kawahara et al.'s (2014) study showed that 82.8% of the Asian American workforce was found in corporate America's cubicles, not in executive offices. This indicates that Asian American professionals either prefer or are relegated to lower-profile jobs, are not highly visible in an organization, and work in areas such as human resources, communications, public relations, and customer relations, where there is little vertical movement into higher leadership and executive roles (Ramakrishnan & Ahmad, 2014). As a result, many Asian Americans' full potential is left unrealized and unrecognized, because they do not strive to learn leadership skills or are not given opportunities to enter leadership roles and fulfill all parts of their natural abilities.

Socio-Economic Status (SES)

Socio-economic contexts in which individuals have existed or developed can influence them to develop a fixed or growth mindset (Croizet & Claire, 1998; Destin et al., 2017). Individuals of a higher socio-economic status (SES) are more likely to interact with successful individuals who possess a growth mindset and thereby be influenced to develop similar qualities (Oyserman & Lewis, 2017). In contrast, individuals living in lower SES neighborhoods often have fewer opportunities to interact with successful individuals and, therefore, have a higher tendency to develop a fixed mindset instead. However, lower SES individuals may become motivated to develop a growth mindset if they are presented with role models leading through example (Browman et al., 2017; Destin et al., 2019). They are more likely to develop the belief that success and advancement are available rather than feeling that such opportunities are out of their reach. SES can also affect how people overcome challenges. Asian American young adults of a higher SES may be better equipped to overcome challenges, because they have the necessary resources and support, as compared to Asian American young adults with lower SES.

Individuals with higher SES are also more likely to live in safer neighborhoods and communities with better opportunities. For example, Asian American young adults with higher SES are more likely to attend schools with more qualified instructors, academic resources, and higher-level extra-curricular activities to help them learn and discover their strengths and talents compared to individuals enrolled in schools in lower SES communities. In addition, young adults with higher SES tend to have more resources to try different types of activities, while discovering their unique strengths and talents. In these cases, the resources spent on unsuccessful activities do not limit attempts to master other skills. However, young adults of lower SES have fewer resources or finances to continue trying more and different activities; thus they may not have an opportunity to discover their passions and meet their full potential.

Different Types of Successful Mindsets

In addition to the growth mindset, successful individuals have used other productive mindsets to help them achieve rewarding experiences. This section covers four other types of successful mindsets. Each one has qualities that can help individuals develop a growth mindset to use their strengths and talents successfully to overcome challenges, achieve their goals, and reach their full potential.

The Expressive Performance Mindset

The expressive performance mindset allows individuals to perform fully and freely, because it nurtures confidence and freedom and reduces insecurities and inhibitions (Broomhead & Skidmore, 2014). The expressive performance mindset helps individuals to stay focused on the tasks in the present moment, with confidence in their ability to be successful at them. They are less likely to worry about future events or to have their attention be distracted from concentrating on the current task. Individuals who have often used the expressive performance

mindset may be musicians, entertainers, or athletes, to help themselves through the *choking* experience, which occurs when individuals develop doubt and anxiety before or during a performance.

Broomhead and Skidmore (2014) have presented several steps that individuals can take to help them develop an expressive performance mindset. The initial step is to establish a general environment conducive to psychological exploration. Such an environment must nurture safety, risk-taking, self-awareness, and personal responsibility. First, safety is established when individuals know that they are insulated from social and emotional dangers, such as ridicule, humiliation, shame, or embarrassment. Second, individuals must be encouraged to take risks regularly and learn to believe that risk-taking is rewarding. Third, self-awareness is developed when individuals participate often in self-analysis to understand what they are experiencing and then modify their responses. Fourth, individuals should have regular opportunities to take personal responsibility to act and make their own decisions. When these four components coincide, a person can maximize skill-building opportunities to develop an expressive performance mindset.

Utilizing skills from the expressive performance mindset can support the development of a growth mindset. For instance, risk-taking encourages individuals to learn and try novel activities, and to find new application for their strengths and talents towards achieving their goals. Risk-taking can also promote personal growth that enables individuals to build self-confidence and ability. Self-awareness and taking responsibility are essential in helping individuals with the growth mindset to understand that their learning and efforts result in new conclusions. However, operating without self-awareness can be a challenge for individuals to learn from their mistakes, failures, and evaluation of where learning is needed to improve their

performance. Without a sense of personal responsibility, individuals are less likely to make their own decisions and put them into action to achieve their goals.

The Paradox Mindset

A paradox mindset is a mental template in which individuals recognize and accept the persistent inconsistencies derived from contradictory forces (Smith & Tushman, 2005). Individuals with a paradox mindset feel more competent to work through the tensions caused by multiple contradictory elements. They are more likely to confront rather than avoid contradictions. Similarly, these individuals are more willing, and have more capacity, to tolerate and integrate different perspectives by generating new connections; they also have greater flexibility, learning or searching for new strategies through contradictory information to develop innovative ideas and solutions (Vince & Broussine, 1996; Weisberg, 1999). They tend to engage in a particular behavior because they enjoy it and see it as an avenue to achievement and recognition (Spreitzer et al., 2005). Their work is closely aligned with their intrinsic motivation, leading to behaviors such as learning activities, exploration, and innovative outcomes (Liu et al., 2019). As a result, these individuals tend to find more joy in their work.

The paradox mindset can enhance a growth mindset in helping individuals to take more responsibility for their life outcomes by learning and improving, rather than avoiding. For instance, Asian American young adults are likely to face challenges as they try to discover their identity, strengths, and talents. It is important for them to learn to overcome their challenges and not avoid them, to discover their abilities successfully. Paradox mindset traits can support these young adults in learning how to use the available resources to develop solutions and thrive by embracing their challenges. Asian American young adults who rely on their intrinsic motivation to achieve their goals tend to experience greater motivation to pursue their passions through

challenge, even experiencing enjoyment in the process. As a result, individuals who employ a paradox mindset are better equipped to seek out learning activities and explorations that lead to innovative behaviors and achieve their goals successfully (Liu et al., 2019).

The Global Mindset

The global mindset is a set of attributes, skills, competencies, and behaviors that enable an individual to influence other individuals, groups, and organizations from diverse social, cultural, and institutional systems (Javidan et al., 2007). It is also an orientation to the world that allows individuals to have particular clarity or insight into situations or events. Having a global mindset allows people to see the world as a whole, so that they can better use their knowledge to design strategies for everyone involved. These individuals can scan the world from a broad perspective, always looking for unexpected trends and opportunities (Lasserre, 2003). They can view, discover, and manage the meanings from different cultures successfully (Luthans et al., 2007). They accept life as a balance of conflicting forces, handle surprises or uncertainty successfully, and aspire to be open to themselves and others. They have the eagerness and ability to make their way to other cultures through investigating, listening, reflecting, and learning from others' perspectives. These individuals can stay focused in order to reconcile the local and the global, the familiar and the foreign. They are more comfortable with the ambiguity, surprises, and unpredictability inherent in a complex system. They continually seek to discover new meanings and re-form boundaries to adapt to new cultural situations and settings to improve their and others' lives (Javidan et al., 2007).

Acquiring global mindset skills can enhance individuals' growth mindset by helping them interact successfully with other cultures. In today's multicultural society, Asian American young adults will often meet people from different backgrounds as they navigate through life.

These young adults must learn to understand different cultures in order to build successful relationships with people of diverse backgrounds, on the way to becoming successful in their personal and professional aspirations.

A Results-Focused Mindset

Individuals with a results-focused mindset can consistently combine their knowledge, skills, and experience to work together successfully (Johnson, 2019). These individuals do not allow setbacks and negativity to hold them back from moving forward. Instead, they can form a different way of thinking to get the result they want by maintaining a focus on continuous learning and innovating new solutions. Johnson (2019) observed that an individual's ability to adjust focus, change strategies, and persevere until the desired results are achieved determines success in business, more so than the ability to generate cash or profit from advertising.

A result-focused mindset can support the growth mindset by promoting self-confidence in individuals to learn, apply, and develop solutions in a persistent effort to remain focused on the achievement of goals. For instance, it is often not the lack of resources that Asian American young adults are missing that is preventing them from achieving their goal, but the lack of ability to use the available resources successfully (Johnson, 2019). Individuals with the result-focused mindset are confident that they can combine a set of knowledge and skills in multiple ways to develop different solutions and overcome challenges. The result-focused mindset puts goal achievement at the forefront of the experience, diminishing the negative effects of any sort of setback or failure.

Processes and Practices of Shifting Mindsets

Whether Asian American young adults are inspired to develop the growth mindset to learn and overcome challenges to achieve their goals and reach self-actualization primarily

depends on their motivation level. In the literature of human motivation, there are two common types of motivation: extrinsic and intrinsic. Extrinsic motivation is when individuals rely on external things or outcomes as their motivation to achieve their goals. For example, individuals who rely heavily on getting a financial return from achieving their goals is considered to be acting from an extrinsic motivation, because money is something outside of themselves. In contrast, intrinsic motivation is when individuals rely on personal or inner traits such as self-acceptance, self-satisfaction, or self-fulfillment to help them achieve their goals. Studies presented in Sheldon and Kasser (2001) have revealed that individuals who rely on intrinsic motivation tend to be less influenced by external factors and have more motivation to become successful.

The following section discusses the different growth mindset techniques that Asian American young adults can learn and practice to help them develop intrinsic values to give them a better opportunity to overcome challenges to achieve their goals and reach their full potential.

Internal Values

Individuals who believe in the concept of neuroplasticity are more likely to create the internal value that they can overcome any challenges and achieve any goals to help them reach self-actualization. Neuroplasticity is the ability of the neural networks in the brain to change, form, and reorganize different connections in response to learning or experiencing something new (Akutagawa, 2013). Therefore, individuals can theoretically learn any knowledge or skills to form new connections and ideas to develop and grow throughout their lifespan, because the brain is known to be malleable (Polirstok, 2017). Like a muscle, the brain becomes stronger with continued use and exercise by learning, adapting, and applying knowledge into new experiences or activities (Dweck, 2016).

Individuals who believe that their brain can develop and grow throughout their lifespan tend to think differently about learning and developing as compared to those who do not. They are more likely to put in greater effort to learn and practice new knowledge and skills to succeed in their goals. They are more motivated to learn, memorize, and adapt (Wilson, 2016). As a result, these individuals tend to become more persistent in pursuing their goals. They often employ strategic thinking, explore the world with curiosity, and follow good nutrition and sleeping habits that can also increase their brain's neural growth (Polirstok, 2017). With repetition, the human brain can formulate new permanent behaviors (Auten, 2013). In addition, psychology and neuroscience research reveals that people can re-train their brain to do certain things even after having experienced severe damage to their brain (Polirstok, 2017). There are many contemporary examples of people who have re-learned skills after suffering severe brain injuries due to a stroke, oxygen deprivation, or accident. Many victims of severe brain injuries relearn how to walk, talk, and function despite the permanent damage to other parts of their brain. The brain is malleable; indeed, individuals can learn, develop, and relearn the necessary knowledge and skills to succeed in any life area.

Asian American young adults who understand and believe that their brain is malleable are more likely to develop the growth mindset. These Asian American young adults might put in more effort and time to learn new knowledge and skills to help them discover their strengths and talents, to select a career that gives them greater self-satisfaction and self-fulfillment.

They are also unlikely to give up exploring their strengths and talents when they encounter setbacks. For example, often, in the beginning, the strengths and talents of Asian young adults may be underdeveloped because of their youth or inexperience, but these individuals believe that, by putting effort and time into learning and developing themselves, they

can uncover their strengths and talents. Therefore, these Asian American young adults are less impacted by external influences such as societal stereotypes, or their culture and family standards and expectations to choose a career that might not be a good fit with their unique abilities. They are less likely to settle for a career in a STEM-related field that does not allow them to use their strengths and talents to the fullest. Instead, they are more likely to continue to learn and develop both old and new strengths and talents in adulthood, to help them achieve and become more successful, and reach self-actualization. An example is when Asian American young adults who lack leadership skills, but believe that their brain is malleable, are more likely to put in more effort to learn and develop the skills to become successful leaders.

Internal Techniques

Capitalizing on Personal Strengths and Talents

Positive psychology suggests that, if individuals want to minimize problems and be less influenced by social factors, they should discover, use, and reinforce their personal strengths and talents (Proctor et al., 2015). Individuals who utilize their personal strengths and talents can create optimism and life meaning. Though it may sometimes be a difficult process, finding one's strengths and talents and using them to the best advantage can have tremendous positive benefits. Individuals with clarity on what their strengths and talents are tend to make decisions that are more conducive to achieving their goals (Proctor et al., 2015). Furthermore, these individuals are more focused on learning and developing their strengths and talents, an emphasis that may lead them to engage in self-satisfying activities in a manner that is most pleasing to them, which allows for a more fulfilling experience.

Individuals who focus on utilizing their strengths and talents tend to become more passionate about their work. Such passion can keep individuals more focused on the positive

aspects when they are seeking to meet their goals (Johnson, 2019). Passion can also enhance the growth mindset in individuals by increasing their motivation to enjoy learning and producing great results. As Dweck (2016) stated in her book, *Mindset: The New Psychology of Success*, people become great business leaders because they love what they do and put tremendous drive and enthusiasm into their work. People who are passionate about their work spend more time and effort, apply more creativity in seeking solutions, think independently, and willingly seek out other information to achieve their goals (Gallagher, 1994). Passionate individuals are more focused on achieving something of quality as compared to unpassionate individuals who seek only to complete the task.

Asian American young adults who focus on developing and using their strengths and talents usually have a higher level of motivation to push forward when they face challenges. They might not only produce great works but would also be more likely to experience fulfillment, purpose, and meaning that would motivate them to find solutions to overcome their challenges. They might seek out strategies and ways to manage or overcome their challenges, so that they might continue to move forward. For example, a stable financial return is a major concern when Asian American young adults are considering their career options. Therefore, sometimes, Asian American young adults might not have the initial motivation to pursue a career that fits their strengths and talents if they were unlikely to get a quick financial return. However, as Asian American young adults begin to learn and focus on developing their strengths and talents, self-satisfaction and self-fulfillment will start to increase, giving them more motivation to find solutions to overcome their challenges. Their passion for their work can also help them respond to external influences successfully. For instance, when these Asian American young adults encounter negative comments and feedback from their family members, or others who try

to persuade them in a different direction, they can find ways to respond effectively so they are not impacted by it.

Positive Self-Talk

Theodorakis et al. (2000) defined self-talk as “what people say to themselves either out loud or as a small voice inside their head” (p. 253). The way individuals talk to themselves reflects their philosophy and how they behave (Johnson, 2019). Self-talk can significantly impact how individuals feel about themselves, what they can achieve, how they view the world, and how they interact with others. Since a person’s mindset does not filter for information, it cannot distinguish between negative or positive self-talk. That is to say, individuals who speak negatively to themselves are likely to act upon those negative thoughts. Therefore, individuals who doubt their ability to meet their goals set the stage for insecurities that sabotage their efforts toward meeting their goals.

In contrast, individuals who often reinforce positive self-talk are more likely to develop positive behaviors that can support the development of a growth mindset. They are better at building their mental skills to think differently in order to overcome challenges than are individuals who often apply negative self-talk (Butler & Winne, 1995). Positive self-talk can increase people’s confidence in believing that they can achieve their goals. These people tend to have more motivation to continue learning new ways to overcome their mistakes (Dweck, 2008). Positive self-talk can also increase optimism, which may reduce anxiety and improve performance outcome, such as when a person is taking a test, giving a public speech, or participating in a sporting event. Individuals who practice positive self-talk also tend to build better relationships, as they can collaborate and cooperate more effectively with others (Butler & Winne, 1995). Positive self-talk has also been known to provide such health benefits as increased

vitality, greater life satisfaction, improved immune function, and reduced stress (Theodorakis et al., 2000).

Positive self-talk can become a great strategy to help Asian American young adults overcome challenges and develop their growth mindset. As Asian American young adults start to learn and discover their strengths and talents, and as they notice that their strengths and talents do not fit in with the common STEM-related fields, they can use positive self-talk to encourage themselves to learn and develop their knowledge and skills to become successful. As they keep on reinforcing positive self-talk, it can become a continuous motivational technique to help them stay focused to move ahead on their own career path to become successful.

Asian American young adults can also use positive self-talk to help them believe that pursuing their unique career path is a positive thing. Many Asian parents are afraid that their children will not be financially secure if they pursue a career outside of the STEM-based fields (Ma et al., 2013). However, in today's society, Asian American young adults can become financially successful in any field. For instance, Dweck (2016) observed that individuals who are considered successful and wealthy tend to focus more time on developing and using their unique abilities. In this case, Asian American young adults who apply positive self-talk to themselves indicating that they can become successful in any field, tend to have more motivation to keep moving forward. In addition, they can reinforce the idea that they are setting a positive example for their families, in that Asian Americans can achieve fulfillment and become financially independent when their careers are aligned with their strengths and talents.

Focus on the Process

Individuals who focus on the process of achieving their goals tend to have more motivation to take more risks, make mistakes, and try new things to develop the growth mindset

(Dweck, 2016). These individuals may become more aware that their development of thoughts and ideas, their level of thinking and organization, and their targeted actions produce a strong result or performance. Additionally, they can continue to make adjustments and improve on the process to reach better outcomes. Individuals who understand that their level of learning and effort influences outcomes tend to have a greater chance of creating a sense of control within themselves (Mofield & Peters, 2018). The process of the individuals' work can emphasize what they can control (e.g., hard work) rather than what they perceive they cannot control (e.g., how talented they might be). This sense of control can empower individuals to persist in tackling and overcoming challenging tasks even when they make mistakes in the process.

Several approaches can be used to encourage individuals to focus more on the process to help them develop a growth mindset. Song (2018) has suggested that using terms and words such as *hard work*, *dedication*, *perseverance*, and *endurance* to praise individuals can help them focus more on the process of learning, creating, and improving. Muenks et al. (2018) observed that students are more engaged in the learning process when their professors are more active in monitoring their progress, telling them that it is essential to give their total effort, praising their problem-solving strategies, and complimenting their progress and development. Davis (2016) also suggested that sharing the results of successful people's accomplishments and highlighting the roles of diligence, practice, and perseverance can support development of the growth mindset. Thus, sharing stories and examples that highlight a journey from failure to success may clarify that what individuals initially perceive as genius is actually the product of hard work and an unwillingness to give up.

Asian American young adults who focus on the process are more concerned with learning and developing themselves, which is where personal growth lies, to help them develop a growth

mindset to use their strengths and talents effectively. Moreover, Asian American young adults who focus on the process to achieve their goals are less influenced by the Asian mentality of social ranking and economic status. For instance, at the beginning, Asian American young adults might not be able to attain a high social ranking or economic status as they start their careers; therefore, they need something else to motivate them to continue. When they focus on the process of learning and developing, they are more likely to experience the benefit of personal growth that will motivate them to continue moving forward until they become successful. No matter how difficult or how long it might take them to attain a decent or high financial return, they will continue to have the motivation to keep moving forward until they become successful.

Taking Personal Responsibility

Individuals who take personal responsibility for their life outcomes tend to overcome challenges more successfully to reach self-actualization (Christopher et al., 2008). People who learn and understand that it is their own reactions and actions that produce their life results are more likely to respond effectively to external influences. They tend to have higher levels of self-confidence and determination to continue learning and growing, to keep moving forward, and to develop keys to overcome their challenges. These individuals are able to assess a range of possibilities, to balance their strengths and weaknesses, to recognize bias and poor logic, and to form the best plans to achieve their goals. Personal responsibility can also assist individuals to develop the courage to become independent thinkers: to learn, evaluate, and take advantage of what exists to help them form their own identities. Through this process, they can start to trust themselves, take more responsibility, set their own obligations, and be accountable for themselves (Lambert et al., 2015). They develop the capacity to assess and accept reality in both the external and internal worlds regardless of the consequences. Over time, they move toward

greater openness to their own inner and outer experiences, develop self-awareness and self-acceptance, and become sensitive to and accepting of others in order to form deep relationships and move away from dependence on social approval and psychological defenses (Sheldon & Kasser, 2001).

Asian American young adults who take personal responsibility for their life outcomes are more motivated to take action to make their lives possible. These individuals are more aware that it is their own actions and reactions that develop their life outcomes and successes. For example, when these Asian American young adults fail on a task, they are more likely to acknowledge that it is their lack of knowledge and skills that has led to their negative outcome. Therefore, they are more willing to put in the effort to acquire new knowledge and skills to overcome their mistakes, instead of putting the blame on other things or people such as society, culture, and family circumstances. As a result, they can better assess the situation and themselves to help them make superior decisions regarding what they need to learn to grow and to move forward.

Creativity

Creativity may mean different things to different people; however, many creativity experts agree that it involves bringing something new, different, and effective into being (Plucker et al., 2018). Developing creativity in individuals starts with forming the right attitude and mindset (Bosse, 1996). According, to Cropley (2011), there are four common elements of creativity:

1. Sensitivity to or awareness of problems, deficiencies, and knowledge gaps;
2. Ability to develop new solutions, extend ideas, or state old concepts in novel ways to solve problems;
3. Experimenting, using trial and error, making guesses, testing and re-testing alternatives, thinking in non-conventional ways, and challenging existing assumptions; and

4. Contributing to the achievement of personal goals and the development of personal skills such as self-confidence and communication.

However, there are two common societal myths that lead to inaccurate approaches toward creativity and a misconception regarding how individuals can exercise their creative potential (Plucker et al., 2018). The first myth is that people are either born creative or not, and that only the occasional great person can be creative. The second myth is that creativity is enhanced by working within a group, as the business community has promulgated the belief that more people working together will produce more ideas and generate greater creativity (Plucker et al., 2018). These myths have led to such inaccurate conclusions as that creativity is an innate quality that either exists or does not exist; if that were true, it would decrease individuals' motivations to learn, develop, and improve their creativity (Cropley, 2011).

In contrast, Plucker et al., (2018) observed that creativity is not a personality trait, but a learned trait. Creativity can be developed and fostered in all individuals with the right learning conditions (Cropley, 2011). Runco (2007) discovered that all individuals have creative talents and potential because they use creativity through their daily or routine activities. For instance, individuals use their creativity when drawing a picture, raising a child, organizing their office, fixing their car, planning a family vacation, or helping their kids do homework. Runco (2007) also stated that not a day goes by, perhaps not even an hour, without the need for some form of adjustment in decision making, which means everyday creativity is always at play and is a universal attribute. In other words, all individuals rely on the same processes and mechanisms for their creativity; however, since each one interprets and understands things differently, creativity is expressed in various ways in various groups, such as through music, mathematics, the performing arts, science, and language arts. Therefore, creativity is an everyday phenomenon and a domain within which everyone plays a part (Cropley, 2011).

Creativity can support the development of the growth mindset in individuals by helping them to think differently, to develop unique solutions to overcome their challenges and achieve their goals. It can enhance individuals' divergent thinking by challenging existing assumptions to put old ideas, concepts, methods, and devices together in novel ways to meet their goals.

Divergent thinking refers to the process of branching out from the available information and ideas by seeing unexpected aspects or making unusual associations, which others may not notice or may notice but suppress. The use of creativity helps individuals to become more flexible, open, and interested in the new, thereby developing unique ways of thinking and coping successfully with different life challenges (Runco, 2007). These individuals can understand and see that there are many answers derivable from a given set of information (Barron & Harrington, 2003). As people learn to direct their attention away from believing that there is one best method or way to achieve a goal, they can start to develop novel solutions (Cropley, 2011). Since each person understands things differently and faces distinct problems, creativity and divergent thinking help individuals to develop unique ways of thinking and coping to help them face life challenges successfully.

Creativity also enables individuals to take advantage of unexpected events that they might otherwise ignore. For example, creative individuals create a new order out of chaos, which is essential when they face uncertainties (Cropley, 2011). Since society and the world are constantly changing, creativity prepares individuals for the future by enabling them to develop skills to adapt successfully to new methodology. Creativity promotes confidence in individuals that they can innovate (Windels & Stuhlfaut, 2017). Creative individuals are less concerned about maintaining social norms and are less interested in making a good impression, thereby increasing their self-confidence in taking more risks and trying new things. Creativity also helps

individuals to find life meaning and purpose as they become more aware of problems and deficiencies, and then innovate ideas to create social change (Cropley, 2011).

Asian American young adults who learn to become more creative might be more able to support the development of a growth mindset. A creative lens might allow Asian American young adults to believe that, no matter what kind of challenge or setback they encounter, they will always have the ability to come up with a solution to overcome it. Creative Asian American young adults are better at managing culture and family conflicts by knowing how to devise ways to respond to new situations effectively, so they can stay focused on achieving their goals and reaching their full potential (Runco, 2007). Creativity helps Asian American young adults to develop the belief that no matter how many times they have failed in discovering a new idea to apply their strengths and talents, they can continue to learn new knowledge and skills to innovate new solutions to become successful (Cropley, 2011). Since creativity offers unlimited solutions (Windels & Stuhlfaut, 2017), Asian American young adults who hold that belief tend to have a higher level of motivation to keep moving forward after successive failures. Creativity might be utilized as a technique that encourages individuals not to put a limit on their thinking and imagination to become successful.

Goal Setting

Some psychologists have stated that human beings organize their lives around the pursuit of specific goals in order to become successful (Mofield & Peters, 2018). Goal setting helps individuals to define a clear plan of action, break down the steps into manageable tasks, and lay out the necessary sequence of events. The method also helps individuals to visualize where they may encounter difficulties and, therefore, what other skills or tools they may need to incorporate to become successful. Breaking down actions in this manner allows individuals to feel less

overwhelmed by the challenges of their goals, increase their motivation to take action, and successfully manage their inputs and efforts to progress toward their goals (Magidson et al., 2012). Goal setting can increase individuals' self-confidence to achieve their goals, because they have a clear roadmap with achievable action steps. Goals are also building blocks to personal growth. For example, as individuals take action steps, they are not only learning new knowledge and skills to achieve their goals, but they are also becoming mentally stronger during and after the process. Magidson et al.'s (2012) study revealed that goal-directed activities may also increase hope and enjoyment across multiple domains such as relationships and health.

Goals may also be set in different orientations, in the form of vertical and horizontal goals or goals that are spaced into short-term, intermediate, and long-term time frames. Vertical goals are structured such that a lower level of attainment may help an individual reach a higher-level goal. Horizontal goals are at the same level of attainment. Beyond these two, there are also *high expectation* learning goals. Song (2018) has suggested that individuals who set high expectation learning goals could enhance their personal growth, because those goals tend to require the most amount of learning.

Individuals who develop different goals and have flexibility are more likely to remain committed to their goals and demonstrate a higher level of life satisfaction (Fournier et al., 2015). In terms of Asian American young adults, goal setting helps them to set concrete steps and to believe that they can become successful. Asian American young adults who can see a clear plan or roadmap to achieving their goals tend to become optimistic about the future. Therefore, they can stay better focused and not be tempted to pursue goals that might not be a good fit for them. For instance, Asian American young adults who have developed a clear plan with realistic action steps to achieve their careers tend to have a higher level of hope that they

can become successful, even if their careers might fall outside of STEM-related fields. However, in the absence of setting goals, they are more likely to give up or be influenced by external factors, because they do not know if they can become successful. Goal setting also helps Asian American young adults to stay focused on the process of learning and developing to acquire a growth mindset. With successful goal setting, Asian American young adults can better see the process of their learning and developing as a path to give them a more fulfilling experience, compared to when they do not set goals and are less likely to see the process of their learning and developing (Magidson et al., 2012).

Environmental Support and Good Failure

Individuals can better develop a growth mindset when they feel accepted and valued in a supportive environment. People who feel comfortable in their environment are more likely to take risks and stretch the boundaries of their abilities when learning to grow their strengths and talents and achieve their goals (Mofield & Peters, 2018). A safe environment also embraces the concept of good failure to help individuals develop a growth mindset (Davis, 2016). Good failure is when individuals understand that their failure does not determine their outcome and future. Instead, it is a natural and essential part of the learning process to help them reach their goals (Davis, 2016). Individuals might feel uncomfortable when they must ask questions, evaluate, and interpret ideas to overcome their mistakes, but that is where true learning and personal growth take place (Franklin, 2016). Those who develop the belief that there is good failure in a safe environment can often thrive through some of the most challenging times of their lives (Davis, 2016). They become motivated to invest more effort into learning new things to overcome their challenges. Good failure helps these individuals to see that their mistake is not a negative thing but an opportunity for them to learn new knowledge and skills. Therefore, these individuals tend

to develop more positive emotions that encourage them to learn and grow to have a better experience in the future. As a result, they are better at coming up with different strategies to solve problems to overcome their challenges and innovate new ideas to achieve their goals (Bernecker & Job, 2019; Dweck & Yeager, 2019; Mofield & Peters, 2018).

Individuals also tend to receive more accurate feedback when they are in a supportive environment. Individuals who receive such feedback tend to have a better understanding of their lack of knowledge and skills. Therefore, they can better seek out the right learning tools to improve their work, which can also lead to personal growth. Feedback, moreover, allows individuals to look at their work from a different perspective that they might not see or realize on their own (Dweck & Yeager, 2019). In addition, in a supportive environment, individuals are more likely to receive encouragement to find solutions to overcome their challenges.

Asian American young adults who are in a supportive environment tend to have more opportunities to develop a growth mindset. They may be encouraged to discover and pursue a career that fits their strengths and talents. They may also be more likely to be surrounded by positive role models and peers who motivate, empower, and inspire them to achieve their goals.

Seeking a positive environment is crucial for Asian American young adults who are living with unsupportive family members. In this case, it is essential for Asian American young adults to be in a supportive environment to help them counteract the negative influences from their families, so that they can continue to use their strengths and talents to achieve their goals. Asian American young adults who live in a supportive environment also tend to have a better chance of learning the knowledge and skills to develop the right mentality to help them reach their full potential (Bernecker & Job, 2019).

Problem-Solving Skill Outcomes

Asian American young adults who practice the different growth mindset techniques can become great problem-solvers, thereby helping themselves overcome challenges and giving themselves a better opportunity to develop a growth mindset. Problem-solving is a self-directed cognitive-behavioral process used when an individual tries to find an effective solution to a problem (Bothamley & Tully, 2018). It is the individual's ability to adopt strategies and trust in their problem-solving style to come up with a way to resolve the issue (Soliman, 2014).

Individuals with good problem-solving skills have the confidence to use available resources to resolve their daily life activities and problems (Hamlen, 2018). According to the Theory of Bounded Rationality, individuals make decisions based on their preconceived inclinations, beliefs, and sources of information as they correspond with their reality (Soliman, 2014). This means that Asian American young adults who practice the different growth mindset techniques can better build their self-confidence and self-belief that they can overcome any challenges, achieve any goals, and reach self-actualization. They can make better decisions that are more aligned with their strengths, talents, and identity, because they have the skillset to visualize their goals and then turn them into reality. Furthermore, practicing the growth mindset techniques can give Asian American young adults essential knowledge and skills to respond to external influences effectively.

The process whereby each Asian American young adult applies the different growth mindset techniques can develop into their own unique problem-solving styles. Each Asian American young adult's unique problem-solving style can be applied to help them succeed in all three life areas: career, relationships, and health. Hamlen (2018) discovered that the problem-solving style is generally stable or consistent within an individual, so that it can be applied across

different life areas. For example, in a study of videogame players, Hamlen (2018) observed that individuals who tend to use cheat codes to get through difficult videogame portions are more likely to use cheating methods to avoid academic work. Conversely, those who use problem-solving methods to think through various possibilities, or who practice parts of a videogame repeatedly to master a particular challenge, are more likely to use problem-solving or practicing techniques in academic challenges. Therefore, as Asian American young adults form their own problem-solving style through the different growth mindset techniques, they are in a better position to overcome challenges.

Even though Asian American young adults cannot fully escape external influences, they can use their problem-solving styles to help themselves navigate through life's challenges. For instance, Asian American young adults are influenced to focus more on interdependence and collectivism than independence and autonomy when solving their problems (Suzuki & Ahluwalia, 2004). In other words, decision-making in Asian cultures may be carried out collectively through consultation with others, so problem-solving is less autonomous. However, with the appropriate growth mindset techniques, Asian American young adults can learn to develop a strategy to help them incorporate Asian cultural values and beliefs and still achieve their goals. They can reframe the situation, confidently using their knowledge and skills to develop creative solutions to become successful. This can also instill and foster a sense of personal control in individuals to solve and overcome their problems throughout their lives.

Summary

As the fastest growing population in the United States, Asian Americans will significantly influence and contribute to American society in future decades (Ramakrishnan & Ahmad, 2014). However, many Asian American young adults are experiencing difficulties in

balancing the Asian and American cultures. Asian American young adults who have been brought up in Asian cultures while living in American society are also subject to career and leadership stereotypes, which further limits their ability to use their strengths and talents successfully to achieve their goals. Furthermore, Asian American young adults tend to experience a high level of conflict within their families, making it difficult for them to discover their own identity and make successful life decisions for themselves.

This chapter reviewed literature relevant to this study and provided an analysis of factors impacting Asian American young adults in the areas of career choice, relationships, and health. Although there is research conducted on the importance of and relationship between self-efficacy and mindset, there remains a gap in research specifically focused on mindset and psychology of Asian American young adults. In addition to researching the challenges Asian American young adults face due to the cultural norms and values of their family, this chapter stressed the impact of fixed and growth mindsets and what impact these might have on individuals in different contexts. This chapter explained that without sufficient awareness of the challenges and pressures some Asian American young adults face while living in an American society, supporting this population within a professional environment will be challenging. The intent of this study is to utilize mindset theory to encourage Asian American young adults to develop a growth mindset to help them cultivate their strengths and talents, overcome challenges, achieve their goals, and reach self-actualization. With attention to the growth mindset, Asian American young adults can learn how to counteract stereotypes, as well as how to respond to cultural and family influences, to discover their identity successfully and use their strengths and talents to the best of their ability. Discoveries from this study identify ways in which the growth mindset can support Asian American young adults to develop the belief that they can successfully acquire the

necessary knowledge and skills to achieve their desired goals through personal learning and effort. Additionally, this study sheds light on the ways Asian American young adults can learn to use growth mindset techniques to shift from a fixed to a growth mindset. Finally, this study broadens the knowledge base on the capacity of the growth mindset to build resiliency to overcome challenges in Asian American young adults. In Chapter 3, the details of this study and how it was conducted are described.

CHAPTER 3: METHODOLOGY

Introduction

As Asian American youth populations continue to grow, they face many challenges to reach self-actualization and achieve psychological well-being (Leu et al., 2012). However, there is a lack of supportive programs to assist Asian American young adults in overcoming these challenges (Kim & Aronowitz, 2019). There is also a dearth of literature focused specifically on Asian American young adults and the growth mindset. The purpose of the study was to understand the processes and practices of Asian American young adults who applied growth mindset techniques to three different life areas.

The research questions that guide this qualitative study sought to determine how Asian American young adults understand and apply the growth mindset techniques to three specific areas of their lives: career, relationships, and health. The research questions supported discovering the barriers that influence Asian American young adults and how they shift their perspectives from a fixed to a growth mindset to reach self-actualization.

Chapter 3 details the specific qualitative methods that were used to review the participants' experiences and practices. Following a restatement of the problem and a detailed review of the research questions, the qualitative methods and research design are explained. The sample selection process is also detailed, as well as a discussion of the study's trustworthiness. Data collection and analysis procedures are also outlined, as well as the ethical considerations to the study.

Statement of the Problem

Some Asian American young adults may have limited abilities to overcome external challenges to reach self-actualization and achieve psychological well-being. They may

experience a high level of psychological distress, commonly developed from the traditional culture and generation gaps between their family members and the tension between modern belief systems (Kim et al., 2003). This distress often becomes problematic for Asian American young adults in achieving their career, relationship, and health goals (Ma et al., 2013). For instance, they may be heavily influenced by society, culture, and family to engage in activities that are not fully aligned with their strengths and talents (Leong & Hardin, 2002). However, assisting Asian American young adults in developing a growth mindset may help them respond to challenges more effectively in order to reach self-actualization and achieve psychological well-being. Positive outcomes have been noted from becoming aware of and applying techniques associated with a growth mindset (Dweck, 2016). A growth mindset is an approach that can be used to assist Asian American young adults to develop supportive beliefs that they can use to improve their knowledge and skills to overcome challenges and achieve their goals.

Research Questions

The study's purpose was to understand the processes and practices of Asian American young adults who applied growth mindset techniques to three different life areas. The study aimed to explore the life areas of career, relationships, and health and show how Asian American young adults applied growth mindset techniques to overcome barriers and improve these key areas in a 6-week time frame. The research questions that guided this phenomenological qualitative study are:

1. Which barriers are influencing the mindset of Asian American young adults to achieve their career, relationship, and health goals to reach self-actualization?
2. How do Asian American young adults shift their perspectives from fixed to growth orientation to help them reach self-actualization?

The research questions directed the exploration of Asian American young adults' experiences to the use of techniques geared toward developing the knowledge and skills that

characterize the growth mindset. The participants' self-reflections on their own experiences and perspectives provided an understanding of the influence of culture, family pressure and expectations, and the tension that exists between internal personal motivations and external traditional cultural values. While Asian Americans commonly experience this internal and external tension (Park et al., 2014, the current research considered whether participants' use and practice of specific growth mindset techniques would shift their mindset enough to help them achieve their goals in three target areas (career, relationship, health), and how this shift might occur.

In this qualitative study, data was collected through a process involving six weekly online surveys, a one-time training session lasting 4 hours which included reviewing and understanding the study outline, and online interviews through a videoconferencing program which included a 1-hour focus group and a 30-minute individual interview. Interview protocols were designed to interview the participants in a focus group and one-on-one; these consisted of open-ended research questions and supporting questions for both. This process allowed the interviews to provide detailed information that relays the participants' experiences, feelings, and perceptions through the use of open-ended questions (Candela, 2019). This form of interview process was used to collect the data for the current study because the participants' experiences using the growth mindset techniques in the areas of career, relationships, and health guided the understandings that were articulated in my findings.

In the study, nine Asian American young adults participated in the group training, weekly surveys, and interviews process. Qualifying participants attended a training session (see Appendix D) at the beginning of the study. The training session attained an overview of participants' past experiences and descriptions of barriers in the areas of career, relationship, and

health and their views of how they could utilize the growth mindset techniques presented during the training. One focus group (see Appendix B) was completed with all participants during the third week of the study, and one interview was held with each participant individually at the end of the 6 weeks (see Appendix C). Surveys (see Appendix A) were completed every week, with a specific focus for each survey. The surveys for weeks 1 and 2 had the specific purpose of collecting the details of how the growth mindset techniques were applied to situations related to career goals. Surveys for weeks 3 and 4 focused on growth mindset techniques applied to situations related to relationship goals, and weeks 5 and 6 focused on growth mindset techniques applied to situations related to health goals. The focus group gave participants the opportunity to express the challenges they faced in career and relationship areas and to discuss them with others. The focus group discussions provided insights into the cultural barriers and the techniques the participants were implementing. The individual interview at the end of the study provided an opportunity for the participants to reflect on the meaning they had made of using specific growth mindset techniques in the three areas.

The training session and both interviews were recorded with each participant's permission to support the transcribing of information and data analysis of the research. The recordings served as a backup to the anecdotal notes that the researcher took during the interviews (Creswell, 2007). The data was manually and digital interpreted by using a digital qualitative analysis software (Dedoose). The recorded responses went through the process of coding to organize, transcribe, and identify recurring themes (Creswell, 2007). Member checking was used to allow participants to see their responses and the data results to ensure that what they said is valid, providing credibility to the study.

Research Methodology

To better understand the experiences of Asian American young adults, the barriers that affect their lives, how they employed the specific techniques from the training session, and the impact the techniques had on shifting their perspective from a fixed to growth mindset, a phenomenological qualitative approach was used. A phenomenological qualitative approach provides a method of gaining a detailed understanding of complex experiences that people live and make meaning of the phenomenon through one's experience (Davidsen, 2013). Through this method, the researcher had the opportunity to gather multiple perspectives from the participants' lived experiences. Therefore, the qualitative research method presented a richer understanding of the lived experiences of Asian American young adults who applied the phenomena, the growth mindset, compared to using a quantitative approach (Creswell, 2007). According to the mindset theory, a mindset is a set of beliefs that guide an individual's thoughts and behaviors (Dweck & Yeager, 2019). Therefore, the growth mindset helps individuals develop supportive beliefs that they can learn and develop any knowledge and skills to overcome challenges and to achieve their goals.

The purpose behind qualitative research is to know more about the phenomenon and how it will extend the knowledge presented in the research (Davidsen, 2013). A phenomenology approach is a powerful way to understand subjective experience and to gain insights around people's actions and motivations, cutting through long-held assumptions and challenging conventional wisdom. It may contribute to the development of new theories, changes in policies, or changes in responses. Therefore, the phenomenological research method can assist in gaining a detailed understanding of a complex issue (Creswell, 2007), and was used in this study to

explore the experiences and perspectives of Asian American young adults as they moved toward developing a growth mindset.

As qualitative research usually consists of multiple sources of data such as interviews, observations, and documents, rather than relying on a single data source such as the narrative case study method (Creswell, 2007), this study gathered data from three sources which were open-end surveys, focus groups, and in-depth interviews. Using more than one source can decrease the vulnerability of errors, therefore, increasing the trustworthiness and validity of the study (Candela, 2019). The purpose of the data was to discover the different and recurring themes of the growth mindset techniques used by the participants to overcome their barriers to achieve their career, relationship, and health goals. Chapter 4 reports the findings of the different individual's and group's growth mindset techniques as applied and experienced by the participants.

Research Design

A phenomenological qualitative research method has been chosen for the study to gain a deep understanding of the lived experiences of Asian American young adults who applied the growth mindset. Data collection consisted of six open-ended surveys with seven questions distributed and collected through this method: one focus group interview with four questions being gathered that lasted 60 minutes, and one semi-structured individual interview with seven questions that lasted 30 minutes each. Open-ended surveys and interviews are effective approaches to understand better the problem being studied in a qualitative study (Creswell, 2007). The purpose of the data collection was to find the different and recurring themes to understand how the growth mindset techniques could assist Asian American young adults to

achieve their goals. This understanding, therefore, can assist in developing programs to support Asian American young adults to achieve their goals and reach self-actualization.

Participants Recruitment

The study group consisted of nine Asian American young adults between 18–24 years old who speak and understand English. According to Creswell (2007), 5–25 individuals for conducting a qualitative study is a good range to gather the data of individuals who have all experienced a phenomenon involving interview as an instrument. For this study, Asian-Americans were considered of Japanese, Chinese, Filipino, Indian, Korean, Vietnamese, Cambodian, Pakistani, Laotian, Thai, Indonesian, or Bangladeshi descent.

Asian American young adults were chosen for the study because they are at the stage of learning and discovering their identity, strengths, and talents that will influence their decision-making and heavily impact their adulthood. Therefore, developing the right mindset can assist Asian American young adults to make better decisions to have a successful transition to adulthood. Even though any individual can develop a growth mindset at any stage, Allen (2018) observed that developing the growth mindset at an early stage of life can give Asian American young adults a better opportunity to succeed later in life. However, only limited research emphasizes the growth mindset to support Asian American young adults to make a successful transition to adulthood to reach self-actualization and achieve psychological well-being (Ayres & Mahat, 2012).

Four criteria were used to determine eligibility to be selected for the study: (a) participants who fall under one of the Asian ethnicities (Japanese, Chinese, Filipino, Indian, Korean, Vietnamese, Cambodian, Pakistani, Laotian, Thai, Indonesian, or Bangladeshi), (b)

between the ages of 18–24 years old, (c) live in the U.S., and (d) able to understand and write the English language.

Recruitment Procedures

There were four steps in the recruitment procedures.

Step 1: Participants were recruited online through Facebook, LinkedIn, and Craigslist.com. According to the Pew Research Center (2021), social media sites are heavily used by the young adult population to network and stay connected with others. The method of snowball sampling was also used. Online flyers were emailed to the researcher's personal and professional networks. They can refer to qualified individuals interested in participating in the study. The online flyer described the purpose of the study, what the study consisted of, the qualification criteria, and contact information. Refer to Appendices E and F for the online flyer and posting announcement.

Step 2: The researcher verified the ages of the participants through a video conference. Each participant showed their driver license, identification card, or another legal document in the video conference to verify their age before the consent form was sent to them. The participants had 7 days before the study's training started to express interest and verify their age.

Step 3: The consent form was emailed to the participants in a Microsoft Word document for them to read over. The consent form included information on the study research procedures, requirements, compensation, risks, benefits, voluntary, and confidentiality. The participants had 3 days before the study started to return the signed consent form to be officially become a part of the study and attend the growth mindset training.

Step 4: The participants acknowledged the consent by signing their signature on the last page of the consent form. The participants could sign the consent form right in the Microsoft

Word document or print out and sign it. They needed to return the signed consent form to the researcher through email before being accepted in the study. Participants who decided to print out the consent form to sign would scan it and return it to the researcher.

Research Setting

First, the participants attended a one-time, 4-hour-long training program over Zoom videoconference software. The training program was videotaped with written consent from the participants. The researcher conducted the training two times. The first training was held on June 5, 2020, from 10am–2pm, with 4 participants. The second training was held on November 6, 2020, from 1pm–5pm, with 5 participants. The training program was developed and conducted by the researcher. Refer to Appendix D for the training program outline.

The purpose of the training program was to help the participants learn and apply the growth mindset techniques to develop their career, relationship, and health goals. The training had five main sections. The training started with an introduction to the program and study. The participants received an overview of the different concepts that would be covered during the training. The training followed by understanding Asian history and the different Asian Americans who contributed to and impacted America. The participants also had the opportunity to engage in a pair-sharing activity to share their experience of being Asian and how they view themselves as Asian Americans. The third section covered self-actualization and the growth mindset. The participants learned how to use growth mindset techniques to develop successful career, relationship, and health goals. The next section was to develop breakthrough plans. The participants had the opportunity to create three breakthrough plans: career, relationship, and health. The researcher provided an example of what a successful breakthrough plan looks like to help the participants develop their breakthrough plans. The researcher was present and available

to help the participants throughout the whole process. Before the training ended, the researcher went over the study requirements and what was expected from the participants throughout the 6 weeks of the study. The participants also had the opportunity to ask any last questions before the training ended.

Second, online surveys were given after the first week of the study and weekly after that for 5 weeks, for a total of six surveys. Participants were asked to fill out survey questions on how they applied the growth mindset techniques to improve their career, relationship, and health. Refer to Appendix A for the survey protocol.

Third, the participants attended a 1-hour focus group via a Zoom video conference on the third week to practice sharing a lived experience in applying the growth mindset to improve their career or relationship goal. Refer to Appendix B for the focus group protocol.

Lastly, each participant was interviewed for 30 minutes via Zoom video conference during the last week of the study to share their lived experiences in applying the growth mindset in their career, relationship, and health. Refer to Appendix C for the interview protocol.

Data Collection Procedures

There were four steps in the data collection.

Step 1: Participants were recruited through snowball sampling and online platforms such as Facebook, LinkedIn, and Craigslist.com. The researcher applied the snowballing technique twice. The researcher posted the study announcement weekly on the three online platforms. Refer to Appendix F for the study online announcement.

Step 2: Data was collected from online surveys. Participants were asked to fill out six surveys. There were seven questions on each survey. The researcher developed the survey questions. Refer to Appendix A for the survey protocol. Microsoft Forms was used to create and

distribute the online surveys to the participants. The researcher decided to use Microsoft Forms because it has the appropriate format to create effective surveys, and it was accessible to the researcher through her Microsoft account. Each week, one survey was sent out on Friday morning. The participants were required to fill out and return each survey no later than Sunday night of each week. For weeks 1 and 2, participants were asked to fill out survey questions on how they applied the growth mindset to improve their careers. Participants filled out questions on how they applied the growth mindset techniques to improve their relationship in weeks 3 and 4. Lastly, in weeks 5 and 6, participants filled out survey questions about how they applied the growth mindset techniques to improve their health.

Step 3: Data was collected from the online focus group that the Zoom software transcribed. Each participant was asked to share one of their lived experiences on how they applied the growth mindset to achieve their goal. Refer to Appendix B for the focus group protocol.

Step 4: Data was also collected from one-on-one online interviews that the Zoom software had transcribed. Each participant was individually interviewed for 30 minutes through a Zoom video conference. The Zoom software was available to every student who attends Saybrook University. The interviews were conducted either on Saturday or Sunday in the last week of the study. The participants were asked to share three lived experiences on applying the growth mindset to improve their career, relationship, and health. Refer to Appendix C for the interview protocol.

Data Analysis Procedures

A single group of 9 program attendees completed the online surveys, attended a focus group, and individual online interviews. The following steps were taken to analyze the data:

Step 1: The Zoom transcription software transcribed the focus group and online interview data. The transcribing feature was a part of the Zoom software accessible to the researcher. Once the Zoom software transcribed the focus group and interview videos, the researcher went through them to check for word accuracy.

Step 2: Transcriptions were sent to the participants for member-checking to ensure the accuracy of the data. The method of member checking has often been used in qualitative research to create trustworthiness to ensure validity and reliability (Candela, 2019). The participants were asked to review, comment on, and verify the data and then return the transcripts back to the researcher.

Step 3: Inductive data analysis and Dedoose software were used to analyze the data, the surveys, focus groups, and interviews. Each participant was assigned a pseudonym for confidentiality purposes before the researcher analyzed the data (Creswell, 2007). The analyzing process started with the raw data using multiple levels of abstractions, working from particular to more general perspectives. The researcher built patterns by organizing the data into increasingly more abstract information units. This process was done by marking and highlighting significant quotes explaining how the participants experienced the phenomenon: the growth mindset (Creswell, 2007). Second, the researcher developed themes from the quotes. The researcher also applied the same process using the Dedoose software. The researcher input the significant quotes into the database. Each quote was given with a specific theme. Third, the researcher worked back and forth between the quotes and the database marking to establish a comprehensive set of themes from the data. Fourth, the research generated different tables and charts of the themes. The findings of the different and recurring themes experienced by the participants can be found in Chapter 4.

Ethical Considerations

Some ethical issues were addressed to ensure that the study was carried out successfully.

Volunteerism

The study consisted of only voluntary participants. The participants had the right to withdraw from the study at any stage. Participants were informed about the study, including its requirements and activities, via a consent form emailed to them, so they might consider it before deciding whether to participate. If any participant chose to withdraw from the study, they could email or call the researcher directly. However, no participants requested to withdraw from the study.

Confidentiality

Confidentiality measures were implemented throughout the study phases to safeguard the data collected online. The only person who had access to the data was the researcher. All study materials and data collected were kept on the researcher's password-protected personal electronic data storage. In accordance with American Psychological Association guidelines, the research materials will be held for 7 years, and then they will be destroyed. Physical data will be shredded, and electronic data will be deleted. Each participant was assigned a pseudonym in the data reporting.

Harm Reduction

The participants were reminded and suggested to choose locations where they could participate during the discussions and interviewing without the risk of eavesdropping by other parties. The researcher advised the participants to use headphones with microphones instead of external speakers and microphones to prevent the possibility of individuals around them hearing discussions during the online training and interviews. If interruptions or eavesdropping did

occur, the researcher would pause the training until the issue was resolved before the training continued. Appropriate behaviors and languages were implemented throughout the study to be respectful of the participants, such as not stereotyping them, using their names, and following guidelines such as found in the *Publication Manual of the American Psychological Association* (American Psychological Association [APA], 2020). Appropriate resources were available to the participants if they were harmed in any way by the study.

Researcher's Ethical Role

The researcher is also Asian American. With this common background, the researcher was mindful of her biases, because as a researcher, it can be challenging to be 100% free from the prejudices and ways of understanding (Davidsen, 2013).

Summary

The chapter provides the foundation and layout of the methodology and research design of the study. The purpose of the study is to gain a better understanding of the processes and practices of Asian American young adults who applied the growth mindset techniques in three life areas: career, relationships, and health. The study used a phenomenological qualitative research method to gain a deep understanding of the lived experiences of how the participants applied the phenomena, the growth mindset, to improve their career, relationships, and health. The participants were recruited through online platforms such as Facebook, LinkedIn, Craigslist.com, and snowball sampling. The study consisted of nine participants. The participants attended a 4-hour training to learn about the growth mindset and how to use techniques to help them achieve their career, relationship, and health goals. Data was gathered from online surveys using Microsoft forms, online focus groups, and in-depth one-on-one interviews through Zoom video conferencing. The analyzing process of the data started with transcribing the video

recordings using Zoom software. The researcher and the participants checked for data adequacy to ensure validity and reliability (Candela, 2019). The inductive data analysis and Dedoose software were used to analyze the data to develop different and common themes of the participants' lived experiences. The chapter also discussed the potential ethical concerns surrounding the research and how human subjects and data are protected. Chapter 4 presents the results of the data.

CHAPTER 4: FINDINGS

Introduction

The purpose of this study was to explore and understand the processes and practices of Asian American young adults as they applied growth mindset techniques to three areas of their lives: their careers, relationships, and health. The findings report the different and recurring themes the research reveals, which will help researchers understand how growth mindset techniques could assist Asian American young adults and help them achieve their career, relationship, and health goals.

There were nine participants ($n = 9$) in this study; they all completed the narrative survey of seven questions and answered six interview questions. The participants' ages ranged from 18 to 24 years old; the mean age was 21 years old. There were seven females and two males. Their ethnicity was mostly non-eastern Asians. Four study participants self-identified as Vietnamese, three as Filipino, and two as Hmong. All the participants were living in the state of California at the time of the study; five lived in Sacramento, two in San Diego, one in Los Angeles, and one in San Jose (see Table 3).

Table 3

Demographics Among the Nine Participants

Participant Name	Age	Gender	Ethnicity	Place of Residence
Henry	21	Male	Vietnamese	Sacramento
Laura	19	Female	Filipino	Sacramento
Rosemary	22	Female	Filipino	San Diego
Amy	18	Female	Filipino	San Diego
Chris	21	Male	Hmong	Sacramento
Mary	24	Female	Vietnamese	Los Angeles
Helen	20	Female	Hmong	Sacramento
Kristina	22	Female	Vietnamese	Sacramento
Leyna	24	Female	Vietnamese	San Jose

The study's findings are organized into two main sections: the individual findings and the group findings. The individual findings report each participant's experiences in identifying their goals, the barriers they encountered or perceived, their transition from a fixed to a growth mindset, and the growth mindset techniques the participants used to overcome their barriers. Each participant's findings are reported in the answers to the research questions followed by the survey results and the interview results. The findings provide a deeper understanding of each participant's experiences. The group findings are organized into three sections: career, relationship, and health goals. The group findings report the significant themes the participants reported about their barriers, fixed and growth mindsets, and the growth mindset techniques they used to help them work toward achieving their goals. This chapter ends with a summary.

Summary of Individual Findings

The individual findings report how each participant applied growth mindset techniques to help them achieve their career, relationship, and health goals. The findings report each participant's goals, barriers, fixed or growth mindsets, the growth mindset techniques each participant used to help them work toward achieving their goals, and the participants' outcomes. The findings regarding each individual are divided into information derived from the survey and information obtained from the interview. Each participant's data was collected from six online surveys and two online interviews in focus groups and one-on-one interviews.

Participant 1: Henry

When the study began, Henry was a 21-year-old Vietnamese male living in Sacramento, California. He lived with his parents and was not attending school and not working during the study. His career goal is to become an officer in the United States Army; his relationship goal is to find a girlfriend; and his health goal is to improve his physical and mental health. The findings

from the surveys and interviews provide an in-depth analysis of Henry's career, relationship, and health goals; barriers; fixed and growth mindsets; techniques; and outcomes.

Career Goal

Henry's long-term career goal is to become an officer in the United States Army at the rank of Second Lieutenant. Henry reported that he also wanted to earn a bachelor's degree to qualify for a commission as an officer. His initial goal was to join the military reserve as a noncommissioned officer so he could receive financial support for his education. However, he was inspired by a young lieutenant whom he saw during his basic training in the Army. Henry admired the respect the young lieutenant received and stated that seeing the young lieutenant and other officers changed his goal; he revised to want to become an officer himself.

Survey Results

Career Barriers. In the survey, for RQ #1: "Which barriers are influencing the mindsets of Asian American young adults in not achieving their career, relationship, and health goals?" Henry reported two career barriers. He expressed that his past mistake such as picking the wrong career prevent him from achieving his career goal. He stated, "My past mistakes might come back and haunt me." The second barrier that prevents Henry from achieving his career goal is family pressure. He stated, "I face pressure from my family to be more successful than everyone else."

Fixed and Growth Mindsets. For RQ #2: "How are Asian American young adults shifting their perspectives from a fixed to a growth orientation to help them reach self-actualization?" Henry indicated that his career barriers influenced him to develop a fixed mindset with the self-limiting belief that he could not achieve his career goal. To help him shift from the

fixed mindset to a growth mindset and become successful, he used the methods of self-determination and learning (see Table 4).

Table 4

Henry's Shifting from a Fixed to a Growth Mindset for his Career Goal

Fixed Mindset	Growth Mindset
"I can't do it."	"I'm not going to let my past determine my future."
"I believe that doing the same thing again will get me a different result."	"I will learn different things differently so that I can expect a more successful result. I will change how I approach things."

Use of Growth Mindset Techniques. The first technique Henry used to overcome his barriers and achieve his career goal was to seek different perspectives from other individuals. He stated, "I'm speaking to people and trying to pick everyone's brains." He reported that he sought out a friend in the military to gain perspectives on how his friend discovered and started his military career path. He also sought out mentors and coaches to get suggestions and advice. Henry also used the technique of good failure by learning to find out how he can improve from his mistakes. He stated, "I will fix what I've been doing wrong that has brought me to my past failures."

To help maintain a growth mindset after the study is over and to help him continue working to achieve his career goal, Henry created the following action steps:

1. Talk to a counselor.
2. Ask for advice.
3. Test myself.

4. Be determined in finding other steps.

Interview Results

Career Barriers. During the interview, when asked about RQ #1, Henry reported that he had experienced four career barriers. One of them was his past mistakes. He said that his past mistakes influenced him to develop a “bad mindset” that has made it difficult to achieve his career goal. He believed that his past failures have likely reinforced his inability to become successful. Indeed, he often puts himself down for his past mistakes. He stated, “I often blamed myself for my failure.” One self-blaming statement he reported was, “I should not have done this. I should have done this instead.”

Another career barrier Henry identified was his family’s expectation. He believes that his family expects him to pursue a specific career field and make a certain amount of money. He stated, “My family expects me to make a six-figure income in a year by being a doctor, or something like that.” Furthermore, since his career aspiration is to become an Army officer, he reported that it is a struggle for him to tell his parents about his career choice since he wants the freedom to choose his career path. For example, he stated, “It is hard to say to my parents that I want to become an Army officer.”

The last career barrier Henry shared is the pressure of comparison. He expressed that his family compared his grades to his other family members’ and friends’ grades. He stated, “My family would compare my grades, such as Cs, Ds, and Fs, with those of other family members and friends who are getting As and Bs.”

Use of Growth Mindset Techniques. During the interview, when asked about RQ #2, Henry reported that he used the growth mindset technique of good failure to overcome his barriers to help him achieve his career goal. For instance, he acknowledged and self-reflected on

his past failures to see how to improve. He expressed that he did not want his past failures to prevent him from moving forward and achieving his career goal. He stated, “I had reached a point of being tired of feeling sorry and bullying myself because I did not want to carry all that bad baggage.” Once he acknowledged and reflected on his past failures and how he could improve, he said, “It felt like the pressure on my back was just lifted off my shoulders.”

Another technique Henry used to overcome his career barriers was seeking out friends to gain advice and different perspectives to help him focus on his strengths and talents. He reported that he looked for friends who had gone through the same experiences as he had. First, he sought out a friend in the military who had already been in Henry’s situation. He asked this friend how he had discovered his career path of being in the Army because Henry’s career goal is to also become a United States Army Officer. He also sought out friends to gain different perspectives. He stated, “I need to escape out of my head for a little bit and look at it from an outside person’s point of view.”

The second friend Henry sought out was a counselor he knew from high school. The counselor went on to become a college counselor as well. Henry shared with her that he had not enjoyed college. It was difficult for him because he failed and dropped out of many classes. He expressed that he started failing only 8 months into college, and it was like “A domino effect” because he failed one class after another. He added, “It felt like hell.” He felt sad and disappointed when he shared his concerns with the counselor. When he was in high school, he was confident in his career choice of becoming an engineer. Therefore, he felt that he had let the counselor down because his college experience did not turn out positively. However, being in that supportive environment and after sharing his concerns to the counselor, he stated that, “It felt like a sense of relief,” because he had never told anyone about his situation. Henry also

received feedback to help him move forward with his career. The counselor advised him to look at things differently and see how that might help him. She shared that she was once in a similar situation and had failed many subjects. The counselor advised him not to be too hard on himself because many people have gone through what Henry was going through and had changed their majors two or three times. At the end, Henry also used the positive self-talk technique to help him overcome his barriers. For instance, Henry developed the belief that everything happens for a reason. He also shared that it was not the right path for him if he was not enjoying what he was learning.

The last person Henry sought out to help him overcome his career barriers was a close family friend to help him take more responsibility for his career choices. Henry did not know how to tell his family about his situation, so he hoped that the family friend might help him. After talking with the friend, Henry communicated to his parents that he was not happy with the career path they wanted him to take. He told them that making a six-figure income might be great, but it would not bring him happiness if his career did not fit his interests. He also shared with his parents that he had a challenging year, he failed classes, and he had dropped out of many classes. He hoped his parents would support him on a new career path, even though he might not make a lot of money.

Outcomes

Henry experienced four outcomes after applying the growth mindset techniques. He felt more confident in his ability to move forward and achieve his career goal. He expressed that he also has a better understanding of his fixed mindset and the barriers that prevented him from achieving his career goal. He received good advice and suggestions from others that helped him

make better decisions and take more effective action steps to help achieve his career goal. And he has enrolled in a program to help further develop his career interests and path.

Career Goal Summary

Henry's career goals are to earn a bachelor's degree and become an Army officer. The three barriers that prevented him from achieving his goals were the past mistakes that reinforced his inability to become successful, his feelings of conflict about family's expectations that he should earn a certain amount of money in a specific career field, and feeling a lack of freedom to choose his career path. The growth mindset techniques he used to overcome his barriers and help him achieve his career goals included: good failure by acknowledging and learning from his past mistakes, being in a supportive environment to seek out advice and guidance from his friends to focus on his strengths and talents, using positive self-talk to help him move forward successfully, and taking responsibility by making his own career choices. The outcome Henry received from applying these growth mindset techniques are an increased self-confidence; now, he thinks he can pursue his career path, gain better understanding of his failures and career path, acquire helpful suggestions, and enroll in a program to help him further his career.

Relationship Goal

Henry's relationship goal was to find a girlfriend. He decided to develop a romantic relationship to have someone with whom he could give and receive support and go through life together.

Survey Results

Relationship Barriers. For RQ #1, Henry reported three relationship barriers: family, social influence, and lack of self-confidence. First, his family wanted him to focus on developing his career before having a relationship. He stated, "My family wants me to focus and develop my

career first before I get in a relationship.” He also expressed that social influence was another barrier to achieving his relationship goal. For example, some of his friends already have children, which he does not want at a young age. He stated, “Seeing my young friends already having children, I am not sure if I would want to have children quite yet.” His third barrier to achieving his relationship goal is his lack of self-confidence. He stated, “I do not have the confidence to ask girls out on dates.”

Fixed and Growth Mindsets. For RQ #2, Henry reported that seeing his friends having children early in their lives influenced him to develop the fixed mindset that being in a relationship would not be good for him because he does not want to have children at a young age. Second, his lack of self-confidence influenced him to develop the fixed mindset that receiving a rejection from women is negative. To support himself in shifting from a fixed mindset to a growth mindset, he chose to develop the mindset that being single is not a negative thing, and he applies risk-taking skills (see Table 5).

Table 5

Henry’s Shifting from a Fixed to a Growth Mindsets for his Relationship Goal

Fixed Mindset	Growth Mindset
“I don’t know if I want kids.”	“I’ll stay forever single.”
“I lack the confidence just to ask someone out. I’m so scared of being rejected.”	“I don’t know what being rejected feels like, so I need to find out.”

Use of Growth Mindset Techniques. Henry used four growth mindset techniques to help him overcome his relationship barriers. The first technique is taking personal responsibility for his relationship and not basing it on his family’s expectations. He stated, “It’s my life and my

relationship, not anyone else's." He used risk-taking and positive self-talk skills to overcome his lack of self-confidence and ask girls out. Henry expressed that he has to take that chance. He stated, "I just need to know what being rejected feels like, so it could just be done with." The third technique Henry applied was to seek out role models to help him see that there are positive relationships. He stated, "I just looked at other couples outside of my circle and saw couples who brought out the best in each other." The last technique was seeking advice from others, specifically from his married friends. He stated, "I asked my married friends how they met their wives and how they made a good first impression."

To maintain a growth mindset, continue overcoming his barriers, and help achieve his relationship goal, Henry created and followed the following action steps:

1. He shows more of his personality and character on social media.
2. He asks friends to share what people think is good about him and what is bad.

Interview Results

Relationship Barriers. In the interviews, for RQ #1, Henry reported three relationship barriers: family, lack of self-confidence, and social barriers. First, Henry mentioned that the family barrier has been a challenge for him in achieving his relationship goal. He stated, "My family wants me to worry about myself, and to be able to provide for myself first before I can provide for someone else." He also reported that his lack of self-confidence has prevented him from achieving his relationship goal. He stated, "I do not have self-confidence, and I never really put myself out there." Social influence is the last relationship barrier that Henry reported that has prevented him from achieving his relationship goal. He shared that he has friends who have had negative relationship experiences and he did not want those experiences to happen to him. He

stated, “I had a few friends from middle school who had teenage pregnancies, and that is scary. I have seen failed marriages, and I do not want that.”

Use of Growth Mindset Techniques. In response to RQ #2, Henry stated he used three growth mindset techniques to help overcome his relationship barriers. The first technique was seeking out examples of positive relationships to encourage him that not all relationships are bad. He stated,

I saw some couples in my class and how well they worked with each other. They bring out the best in each other and help each other change in a good way. I see that they want to make sure each other succeed, and I want that too. I figured it is cool just to be able to share.

Once he saw some positive relationship examples, he was able to shift to a more positive self-talk mindset, which indicates that he could develop a positive relationship. He stated, “Maybe not all relationships are bad. You see the bad, but we have to see the good.”

The second technique he used is openness; he shared more about himself so others can get to know and understand him better. He stated, “I just decided to be myself more, not lie to myself.” He selected Facebook as the platform on which to share his personality, character, and be himself. He said that previously, he was afraid to show his personality on social media because of what others might think of him.

Henry also used the technique of positive self-talk to help him shifted to a more positive perspective when he decided to resume posting on Facebook again. His pervious negative self-talk mindset was that he felt dumb when he posted certain things. However, his new positive self-talk mindset was that posting on Facebook is more of a comedy act, a joke about himself, which he feels better about. He stated, “People just realize that I am doing it just for comedic thought, which is a lot better.”

Outcomes

Henry experienced two outcomes after applying the growth mindset techniques. He gained suggestions about how to make good first impressions. His increasing self-confidence allows him to be more open to others so they can know and understand him better.

Relationship Goal Summary

Henry's relationship goal is to find a girlfriend. His barriers to achieving his relationship goal were his family's expectations, as they want him to focus on developing his career before having a relationship; social influences from seeing friends who had teen pregnancies and failed marriages; and his lack of self-confidence in asking women out. Henry used six growth mindset techniques to overcome his barriers and help him achieve his relationship goal. He took personal responsibility by making his own relationship decisions, took risks by asking girls out, sought role models who have successful relationships, sought advice from his friends who have successful marriages, is more open about himself, applied positive self-talk to believe in himself that he can build a successful relationship, and developed a positive mindset about sharing things about himself on social media. The two outcomes he received from applying a growth mindset were learning how to make a good impression and increasing his openness toward others.

Health Goal

Henry's health goals are to become physically and mentally strong. He also wanted to lose weight to improve his health; he gained 40 pounds since he was discharged from the Army. He mentioned that it would not be good to be overweight or gain weight due to the pandemic because it could make him more vulnerable to dying from the virus. Another goal he wanted to achieve is to have a good-looking physique. He expressed that having a good-looking body is what women want from men.

Survey Results

Health Barriers. For RQ #1, Henry’s health barrier is individual: his poor eating habits.

Fixed and Growth Mindsets. For RQ #2, Henry responded that his health barriers had influenced him to believe that he could not develop a healthy diet, which he needs to achieve his health goal. He used the self-determination technique to help him shift from a fixed mindset to a growth mindset (see Table 6).

Table 6

Henry’s Shifting from a Fixed to a Growth Mindsets for His Health Goal

Fixed Mindset	Growth Mindset
“I cannot be healthy.”	“I want to change, not because someone is telling me to change, but I want to change. DESIRE.”

Use of Growth Mindset Technique. To overcome his barriers to achieving his health goal, Henry took advice from people who are healthy and in good physical shape. He stated, “I listened to the people in shape, how they got to where they are.”

Interview Results

Health Barriers. Henry reported two health barriers in the interview for RQ #1; they were social and individual. His first health barrier was societal influences. He mentioned that he would repeatedly see food whenever he turned on the television. He stated, “On TV, all you see is food! Seeing all those unhealthy food choices makes it difficult to avoid them.” Furthermore, he often sees street vendor carts, taco trucks, and fast-food restaurants such as Burger King, McDonald’s, El Pollo Loco, Del Taco, and Subway around his neighborhood. His reaction toward those unhealthy restaurants is, “Oh, my God, no, no, stop!” Henry’s individual barrier

was his unhealthy eating habit. He stated, “I have the habit of eating chips.” He also expressed that he is not motivated to exercise.

Use of Growth Mindset Techniques. For RQ #2, the growth mindset technique Henry used to help overcome his health barriers was seeking advice and suggestions from others. He stated, “I decided to ask a person who is in shape and how he got into shape because I just did not know where to start, and they were in shape.” For instance, he found a health influencer, Chris Hemsworth, who has an app center. Henry used the apps to get suggestions. He also reached out to a friend in Florida, a former gymnastics Olympian, who has his own YouTube channel focusing on fitness and nutritional advice. Henry explained that he reached out to those individuals because he felt confident that they would not judge him. He was also happy that they did not urge him to take diet pills that shred fat out or offer him basic suggestions such as “Eat salads five times a day or starve myself.”

Outcomes

Henry experienced two positive outcomes. First, he shifted his mindset to believe that being in shape did not mean he had to feel hungry all the time. Second, he felt more confident that he could lose weight with the right food choices and by exercising.

Health Goal Summary

Henry’s health goals are to become physically and mentally strong. The three barriers to achieving his health goals were the societal influences of often seeing unhealthy foods on television and around his neighborhood, lack of motivation to exercise, and his unhealthy habit of eating chips. The growth mindset techniques he used to overcome his barriers were watching YouTube videos to learn new ways and seeking out other successful, healthy individuals to learn from them. The outcomes Henry received by applying the growth mindset techniques were

developing a healthier mindset and increasing his self-confidence that he can become successful in achieving his health goals.

Summary

Henry was a 21-year-old Vietnamese male. His career goal is to become a United States Army officer. His career barriers are his past mistakes, which have reinforced his inability to become successful, and feeling pressure from his family to pursue career paths that do not fit his interests. The growth mindset techniques he used to overcome his barriers and help him achieve his career goal included taking personal responsibility by making his own career choice, applying good failure to acknowledge and learn from his past mistakes, focusing on his strengths and talents by seeking support from friends, being in a supportive environment to get feedback, and applying positive self-talk. His career outcomes were an increase of self-confidence from having a better understanding of his failures and gaining advice from his friends. He also enrolled in a program to help him discover an appropriate career path.

Henry's relationship goal is to find a girlfriend. His relationship barriers were family expectations that he should focus on his career first before seeking a girlfriend, societal influences such as early pregnancies and divorces among his friends, and his previous lack of confidence in asking women out. The growth mindset techniques he used to overcome his barriers to achieving his relationship goal were: taking personal responsibility for his relationship, being open to others and allowing them to understand his personality better, applying positive self-talk to have the courage to take risks and asking girls out, seeking advice from successful couples, and looking for positive examples of couples who bring out the best in each other. Henry's outcomes from applying these techniques included learning to make a good first impression on women and being more open by sharing his personality with others.

Henry's health goals are to become physically and mentally strong, lose weight, and have a good-looking physique. His health barriers were his bad eating habits. The societal influences were frequently seeing unhealthy food on television and around his neighborhood in the form of fast-food trucks and restaurants. To overcome these barriers to achieving his health goals, he sought out individuals who are in good health and have good body shapes. The outcomes he gained are better knowledge that is helping him develop a healthy mindset and increased self-confidence. Henry believed that he can lose weight and achieve his health goals.

Participant 2: Laura

Laura was a 19-year-old Filipino female living in Roseville, California. She lived with her parents, attended school, and did not work during the study. Her goals are to become a graphic designer (career goal), improve her relationship with her family (relationship goal), and improve her physical health (health goal). The following findings from the surveys and interviews provide an in-depth view of Laura's career, relationship, and health goals; the barriers she has faced; her fixed and growth mindsets; the growth mindset techniques she used; and the outcomes of using those techniques.

Career Goal

Laura's career goal is to become a graphic designer. She expressed that she wants to pursue her career in the graphic design field because she has a great interest in digital media, art, and images. She enjoys altering digital images. Another thing that increased her motivation to pursue a career as a graphic designer is the variety of graphic design programs available at the college near her home.

Survey Results

Career Barriers. In the survey, for RQ #1: “Which barriers are influencing the mindsets of Asian American young adults in not achieving their career, relationship, and health goals?” Laura said that her lack of knowledge and skills prevented her from achieving her career goal. She stated, “It is my lack of knowledge and skills relating to graphic design.” She also reported that her lack of self-discipline was her other career barrier. She stated, “It is my lack of self-discipline.”

Fixed and Growth Mindsets. For RQ #2: “How are Asian American young adults shifting their perspectives from a fixed to a growth orientation and help them reach self-actualization?” Laura’s barriers influenced her to create a fixed mindset; she created the belief that she could not become a successful graphic designer due to her lack of knowledge, skills, and discipline. In shifting from a fixed to a growth mindset, she developed the belief that she can acquire the new knowledge and skills she needed to become successful by increasing her effort and learning (see Table 7).

Table 7*Laura's Shifting From a Fixed to a Growth Mindsets for Her Career Goal*

Fixed Mindset	Growth Mindset
"I do not have the skills to become more familiar with graphic design."	"I can learn more about the field and the necessary skills within."
"I do not have the self-discipline to succeed in graphic design."	"I can become more disciplined through my efforts, and it will take work, but it is doable."
"I am not creative enough for graphic design."	"I may not always have creative ideas, but that does not mean I cannot learn skills and experience that can help me channel my creativity more easily."

Use of Growth Mindset Techniques. Laura used four techniques to help her overcome her barriers and to achieve her career goal. First, Laura used the goal setting technique to help her change her behavior. She stated, "I am going to change my behavior by setting dates along with goals that I listed." She also used a vision board to help her keep track of her progress toward achieving her goal. She stated, "I plan to use a bi-weekly vision board." Third, she watched YouTube videos that gave her some guidance toward achieving her career goal. She stated, "I use a guided online course/mentor that I found on YouTube that relates to my goal." Lastly, Laura used the method of creativity to increase her graphic skills. She stated, "I began to use Photoshop more to create images and familiarize myself with the program."

Laura planned to maintain a growth mindset that would continue to help her achieve her career goal after this study, and she created the following action steps:

1. Find an online course or video series that can help improve my knowledge of Photoshop.

2. Find a group or organization I can join on my college campus that is creative and can connect me to other creative people I can use as resources.

Interview Results

Career Barriers. When asked about RQ #1, the first barrier Laura identified in the interview that prevented her from achieving her career goal was her lack of discipline. She reported that she had encountered more obstacles than she had anticipated, and they made it difficult for her to persist in moving forward. She stated, “It’s just difficult to keep at it. There are more setbacks than I would have thought. I thought I would be able to go through with my action plan, but then things came up.” Another career barrier that Laura shared in the interview was her self-doubt. She was afraid that she would not have the knowledge and skills that other successful people have, and that by lacking the skills she would not become successful. She stated,

I think just seeing what other people can do, and not do, and being able to see myself do the same thing. I would see it, but then I would not think I could do it. It would be difficult. I think it is hard to branch out if I do not think I can. I do not know how to do this.

Laura expressed cost was another barrier that prevented her from achieving her career goal. She stated, “I do not have a stable source of income to purchase the programs I would need to further my journey in graphic design.”

Use of Growth Mindset Techniques. During the interview, when asked about RQ #2, Laura reported that she used a vision board to help increase her creativity and encourage her to achieve her career goal. She stated, “I have a vision board where I can put down things that I would want to work for, take a picture, and I could save it in the future to work from it or try to recreate it.” She expressed that having a vision board was an excellent reminder of what she needed to do. Laura also used the creativity technique to help her overcome her financial barrier. She shifted to a more positive mindset by believing that she can discover and learn knowledge

and skills in different ways, and that she does not necessarily have to purchase programs she does not have money for right now. She stated,

I can find another way to learn about these programs without having them. And I can continue learning about my career path. If I do not have everything that I want, there are different ways to go about achieving the goal.

The last technique Laura used to overcome her career barriers was applying the concept of neuroplasticity. She believes that she can learn new knowledge and skills to help her achieve her career goal. She mentioned that she searched YouTube to find videos made by people who can teach her more about graphic design or help her create her things to achieve her career goal. She stated,

I would find different videos and resources online, like finding tutorials. I would find someone on the path that I would want to go on, and then see what route they took and then try to follow it as best as possible.

Outcomes

Laura's outcome was that she was able to enroll in college classes and she declared a minor in art to help achieve her career goal of becoming a graphic designer.

Career Goal Summary

Laura's career goal is to become a graphic designer. The barriers that prevented her from achieving her career goal were lack of discipline and knowledge, self-doubt, and financial concerns. Laura used five growth mindset techniques to overcome her barriers and help her achieve her career goal: setting goals to help her change her behaviors, creating a vision board to stay on track to achieve her career goal, applying the concept of neuroplasticity to improve her knowledge and skills by watching and learning instructional YouTube videos and using the Photoshop program, and applying creativity in finding different ways to learn instead of enrolling in programs that she cannot afford. The outcome was that she was able to enroll in courses that will help her become a graphic designer.

Relationship Goal

Laura's relationship goal is to have more meaningful daily interactions with her family. She expressed that she needs to engage in more meaningful interactions with her family because she spends a lot of time with them at home. However, whenever she has interacted with her family, she has found that it was not meaningful. Therefore, she set a goal to develop more meaningful interactions with her family. She also reported that she should build a better relationship with her family, the people she values.

Survey Results

Relationship Barrier. In the survey, for RQ #1, Laura reported that annoyance was her relationship barrier. She reported that she got annoyed by her family members, which decreased her motivation to spend time with them. She stated, "I get annoyed by my family members, which discourages me from seeking to spend time with them."

Fixed and Growth Mindsets. For RQ #2, Laura expressed that the barrier influenced her to develop the fixed mindset that she cannot get her work done or enjoy herself when she is around her family. However, to help her shift from a fixed to a growth mindset, she has tried activities that she and her family can enjoy together (see Table 8).

Table 8

Laura's Shifting From a Fixed to a Growth Mindsets for Her Relationship Goal

Fixed Mindset	Growth Mindset
"I can't get work done with my family around, specifically when my little siblings are around."	"I can do my work while interacting and being present with my family, including my siblings."
"I can't enjoy myself when I am around my family during the day."	"I can find ways to enjoy myself around them that I may not realize at first."

Use of Growth Mindset Techniques. Laura used two growth mindset techniques to help her overcome her barriers and help her achieve her relationship goal. The first technique Laura used was creativity. She developed different topics so she can have more meaningful conversations with her family at the dinner table. She stated, “I actively sought to have different meaningful conversations at the dinner table with my family.” Laura also used her creativity skill to develop different activities that she and her siblings can do while spending time together and enjoying each other. She stated, “I also used the skill of creativity to spend time with my siblings by encouraging our use of art with one another.” The second technique Laura used was collaboration. She started engaging in an activity that she did not like to do just to spend more time with her siblings. She stated, “They draw on their tablets. Usually, I do not draw with them, but I spent time making art with them on their tablets this week.”

To encourage herself and maintain a growth mindset that will help her achieve her relationship goal, Laura began doing the following activities to engage more often with her family:

- Watching a movie or show with my family every day for a week.
- Playing two board games with my family.
- Spending a day doing my work outside of my room.
- Engaging in conversations with my family about unusual topics.
- Engaging in conversation with my family about amusing topics.
- Spending a day away from my phone, doing whatever my siblings want to do.
- Baking or cooking something with my family.
- Waking up in the morning and getting out of bed and eating breakfast with family.
- Eating all meals with family for a day.

Interview Results

Relationship Barriers. During the interview, when asked about RQ #1, Laura expressed that she has had difficulty spending time with her family because she found them annoying. She stated, “I often find them annoying. So, it just puts me off from wanting to spend my time with them.” She also mentioned that sometimes spending time with them is not fun, and she would rather do something else that she believes is more useful to her. She stated, “If I spend time with them, it will not be fun. And I will be wasting time when I could be doing something else. I cannot have fun at all around them. I cannot enjoy myself.” The third relationship barrier she reported was the difference in maturity levels between her and her family members. She stated:

I have younger siblings, and their maturity level is not the same as mine because they are younger, they are kids. Sometimes, what they think might be fun is not something I think is fun. So, it just does not line up. It is the same with my parents. They are a different age, and have a different maturity. So, I am not being able to be on the same page as them.

Use of Growth Mindset Techniques. During the interview, when asked about RQ #2, Laura used the creativity technique, in trying different approaches. For instance, she reported that she would bring up a new topic, and her family would interact better and more with each other than the usual dinner interactions that they have been having. She also expressed that she agreed to do more activities with her family. She stated, “I have been trying not to reject them if they asked me to do something with them, and I would just go along with it if I do not initially want to.” She also used her creativity to come up with and do different activities with her siblings. She stated, “I would find a method that we could all agree on.” Another technique Laura used to achieve her relationship goal was to focus on the process, which increases her optimism. To help increase her confidence in bringing up topics for family conversations, she created the belief that an unexpected, positive outcome could manifest if she goes through with the process, even though she felt uncertainty. She stated,

I think there is a lot of like uncertainty because I do not know how they will respond. But that should not stop me from going through with the conversations because it could have an outcome that I am not expecting.

Outcomes

The first outcome Laura has received was enjoyment. Laura said that it was enjoyable to discover and engage in different activities with her siblings, and she has had meaningful conversations with her family. She stated that she has had positive experiences overall, and that surprised her. Some of the activities that she did with her family included watching movies and doing activities with her siblings that she did not enjoy in the past.

Relationship Goal Summary

Laura's relationship goal was to have more meaningful daily interactions with her family. Her three relationship barriers were annoyance with her family members, lack of enjoyment, and not enjoying their different maturity levels. Laura used three growth mindset techniques to overcome her barriers and help her achieve her relationship goal. She applied creativity, collaboration, and focus on the process. Laura's outcomes from using the techniques were enjoyment and positive experiences.

Health Goal

Laura's health goals are to develop a healthy diet and exercise regularly to develop a flat stomach and slimmer figure. She expressed that due to her bad diet, lack of exercise, not going outside enough due to quarantine, and being busy with school, she had felt "weird lately" and noticed that she had gained weight when she looked in her bedroom mirror. She stated, "My current diet is very unhealthy and does not incorporate healthy practice. I also do not exercise." Therefore, she wanted to focus on improving her diet and appearance.

Survey Results

Health Barriers. In the survey, for RQ #1, Laura’s barrier to achieving her health goal was her slim body. She stated, “I lack motivation to change because my body already appears healthy due to my metabolism.”

Fixed and Growth Mindsets. For RQ #2, Laura’s health barrier influenced her to create the fixed mindset that she does not necessarily need to engage in healthy behaviors. To help her shift from a fixed to a growth mindset, she developed the mindset that she can achieve good health and have a skinner figure (see Table 9).

Table 9

Laura’s Shifting from a Fixed to a Growth Mindsets for Her Health Goal

Fixed Mindset	Growth Mindset
“Eating healthy isn’t necessary to achieve my ideal body.”	“I can eat healthy and achieve my ideal body.”
“Exercising is hard.”	“I can find a way to exercise that I am capable of doing.”

Use of Growth Mindset Techniques. Laura used the creativity technique to help her overcome her health barrier. She stated, “I use creativity by creating a vision board to help me focus on my goal.” She also applied the concept of neuroplasticity to believe in herself that she can learn new knowledge and skills to achieve her health goal. She watched YouTube videos to help her develop a healthy diet and exercise routine. She stated, “I find mentoring on YouTube videos.”

She also helped herself maintain a growth mindset and continue working to achieve her health goal when she created and used the following action steps:

1. Find a diet plan.
2. Find a weekly exercise routine on YouTube.
3. Cook a meal according to the diet plan.

Interview Results

Health Barriers. During the interview, when asked about RQ #1, Laura's barrier to achieving her health goal is her slim body appearance. It influenced her to develop a fixed mindset and believe that she did not necessarily need to develop healthy habits. She stated, "My body appears to look healthy, for the most part. I have gained weight, but my body does not look bad. And I still have a body that I like, so maybe I do not need to eat healthily." Another barrier that prevented Laura from achieving her health goal was that exercising is difficult for her. She stated, "Whenever I exercise, I end up sweaty or in pain, which makes me think that exercising is difficult."

Use of Growth Mindset Techniques. During the interview, when asked about RQ #2, Laura used the concept of neuroplasticity to help her achieve her health goal. She watched YouTube videos to learn new knowledge and skills to help her develop an exercise routine. She stated, "For exercising, I think it makes more sense if you have someone you can go off of. It helps you picture yourself doing the method or the exercise rather than reading about it or going about it your way." She expressed that learning and following individuals on YouTube videos helped increase her motivation to work out. She found an exercise playlist on YouTube that she followed and exercised with. She also used the creativity technique to help her achieve her health goal. Instead of just watching YouTube videos, she also searched on Google to help her find more exercise and diet plans. She stated, "You will not know about things unless you look for them, like researching the different types of diets out there. They exist already."

Outcomes

Laura found a diet plan she liked that will help her develop a healthy diet. She started exercising more because she found workout videos on YouTube that motivated and encouraged her. Lastly, she feels more confident about her ability to develop healthy diet and exercise plans.

Health Goal Summary

Laura's health goal was to develop a healthy diet and exercise regularly. The barriers preventing her from achieving her health goals were her slim body and believing that exercise is difficult for her. The growth mindset techniques she used to overcome her barriers included: applying the concept of neuroplasticity in believing in herself that she can learn new knowledge and skills to achieve her health goal, creativity in searching for information on different platforms such as YouTube and Google, and creating a vision board with plans to help her stay on track. Laura's outcomes were starting a healthy diet, increasing her self-confidence, and exercising more often.

Summary

Laura was a 19-year-old Filipino female living in Roseville, California. She lived with her parents, attended school, and was not working while she was in the study. Her career goal is to become a graphic designer. Her career barriers included lack of knowledge, skills, discipline, and financial issues. To help overcome her career barriers, she set goals with dates to help her change her behaviors and keep her on track, used a vision board to motivate and discipline herself, watched YouTube tutorial videos and practiced with the Photoshop program to increase her knowledge and skills base, and applied creativity in finding different ways to learn instead of enrolling into programs that she cannot afford. At the end of the study, Laura reported that she

was more familiar with using the Photoshop program and this was helping her move forward toward becoming a graphic designer.

Laura's relationship goal is to have more meaningful conversations with her family. She reported that her relationship barriers were feeling annoyed by her family members, lack of enjoyment when engaging with family members, and different maturity levels when she interacted with her siblings and parents. To help her overcome her barriers, she used her creativity to develop various topics and she enjoyed meaningful conversations with her family during dinner. Laura also shifted to a more positive mindset by focusing on the process, even though there might be an uncertain outcome. Lastly, she collaborated with her siblings in doing activities that they enjoyed: they watched movies, cooked, did crafts, and drew on tablets. The outcome Laura experienced after she applied these techniques was an increase in her level of enjoyment. She reported that overall, she had a positive experience and happier emotions when she spent time with her family.

Laura's health goals are to develop a healthy diet and exercise regularly. The barriers that prevented her from becoming successful were her lack of motivation due to her slim body figure and her lack of enjoyment in exercising. To overcome her health barriers, she used the concept of neuroplasticity to believe in herself that she can further develop her knowledge and skills to achieve her health goal. She also used the creativity method by searching and learning on different platforms such as YouTube and Google. Lastly, she created a vision board with her goal to help her stay on track. She was able to develop a healthy diet that she can follow and achieve her health goal.

Participant 3: Rosemary

Rosemary was a 22-year-old female Filipino living in San Diego, California. She lives with her parents and did not attend school and was not working at the beginning of the study. Her career goals are to become a dancer and dance writer. She chose relationship goals of nurturing relationships with her friends, family, extended family, and colleagues. Her health goals are to improve her sense of well-being and energy. The findings from the surveys and interviews provide an in-depth analysis of Rosemary's goals, barriers, fixed and growth mindsets, the techniques she used to develop and maintain a growth mindset, and the outcomes she experienced.

Career Goal

Rosemary's long-term career goals are to become a dancer and dance writer. She said that she wanted to advocate for and contribute to a systemic change in the world through body movements and performances, and writing about dances. As her short-term goals, she hoped to improve her resume and create independent projects as a dancer and writer.

Survey Results

Career Barriers. In the survey, for RQ #1: "Which barriers are influencing the mindsets of Asian American young adults in not achieving their career, relationship, and health goals?" Rosemary experienced self-doubt as one barrier to achieving her career goal. She doubted her ability to pursue her goals. Some of her self-doubt statements were, "I have the fear that I'm not good enough to forge my path without a clear vision of what exactly I will do," "I constantly question whether I am good enough or have the right disposition to be a performer and writer," "I wonder if I'm accurately assessing my strengths and talents in writing and performance," and,

“I question if I truly have anything to offer that someone else could not do better or more efficiently.”

The second career barrier she reported was financial concerns. Rosemary stated that she feared not becoming financially independent due to her career choices. She said, “I will suffer from not being financially secure.” Rosemary also reported the barriers of lack of knowledge, skills, and stamina. She mentioned that she did not have enough knowledge, and she lacked the skills she needed to become a writer, performer, and organizer. She stated, “I need to build my writer, performer, and organizer skills. I need to build my stamina for the mental and physical energy this work requires.”

The last career barrier that she identified was her lack of motivation. She expressed that she lost motivation because she believed that the world has bigger problems than her career aspirations that must be solved. Rosemary stated, “I have been losing motivation because I see larger problems in the world, things like the pandemic, the anti-Black racism movement, and environmental injustice that feel more urgent and cannot be addressed through art and writing alone.” Another thing that decreased her motivation to achieve her career goal was the lack of encouragement in her community. She stated, “I feel like my interests are not encouraged in my immediate community, where there is an emphasis on using science, technology, or finance to make a change in the world.”

Fixed and Growth Mindsets. For RQ #2: “How are Asian American young adults shifting their perspectives from a fixed to a growth orientation to help them reach self-actualization?” Rosemary’s barriers influenced her to develop a fixed mindset and develop beliefs that she did not have the abilities she needed to become successful. Rosemary used the

methods of learning, effort, and seeking support to help her shift from a fixed mindset to a growth mindset (see Table 10).

Table 10

Rosemary's Shifting From a Fixed to a Growth Mindsets for Her Career Goal

Fixed Mindset	Growth Mindset
<p>“I am not good enough to forge my path the way I choose. I will suffer from financial insecurity.”</p>	<p>“I can find a life path that works for me and will weather financial insecurity by saving and managing my finances.”</p>
<p>“My skills will always be at this level, and there is nothing I can do to change my abilities.”</p>	<p>“I can put in the time and prioritize learning new skills to improve my abilities over time. My skills can grow when I make a plan, work with others, ask for help, and hold myself accountable.”</p>
<p>“A loss of motivation now means that I am inherently not motivated to do what I want.”</p>	<p>“I can learn to motivate myself in different ways and understand that my motivation will ebb and flow based on my actions and environment. I can combat this lack of motivation by building a community of like-minded people and building a support network/pod. Even in its developmental stages, I can share my work and receive regular feedback and encouragement.”</p>
<p>“I will never be good enough to write or perform as part of my career. I do not have anything valuable to offer.”</p>	<p>“I can grow and develop better skills as a writer and performer. I have already learned so much since I first began. My achievements will be recognized as I put in regular and consistent time and effort.”</p>

Use of Growth Mindset Techniques. Rosemary used the method of freewriting to help her overcome her barriers and help her work toward achieving her career goals. She also used freewriting as a brainstorming activity to help develop solutions and aid in achieving her career goals. She stated, “I use freewriting to name my barriers and brainstorm my response to them. I

wrote it in my journal about my fears and how I can change my relationship to them.” The second technique she used was goal setting to help list things and activities that could help her achieve her career goal. She stated:

I did a free-write about what I could see myself doing 50 years from now, and what activities and environments might bring me joy and fulfillment and help me align my work with my values. Then I tried to work backward and think of actions/behaviors that would help me live that future.

She also used the goal setting technique to prioritize her activities to make sure she did exercise and increase her productivity. She stated, “I am prioritizing exercise first thing in the day to maintain my physical and mental energy.”

The next technique Rosemary used was listening to podcasts to help her overcome her self-doubts and fears. She stated, “I wrote down a playlist of podcasts to listen to. I listen to podcasts about mindfulness, life coaching, and personal growth to reevaluate my relationships with barriers such as fear.” The last technique Rosemary used was reading inspirational interviews and stories to increase her knowledge and motivation. She stated, “I read notes from informational interviews with dancers/writers/scientists who inspire me. I reflected on their paths and what they did to help them achieve their goals and contribute to their communities.”

To help herself maintain a growth mindset perspective and continue working toward achieving her career goal, Rosemary created the following action steps:

1. Create a series of habits to improve my movement, writing, and justice.
2. Attending two different dance classes or exercising outside at least two times/week.
3. Seeing two dance performances/week plus jotting notes.
4. Seeing a dance performance + writing about it, and then responding through movement/artistic practice/making.

Interview Results

Career Barriers. During the interview, when asked about RQ #1, Rosemary stated that the pandemic was a barrier that made it hard for her to continue learning and growing her knowledge and skills. She stated, “Because of the pandemic, I felt like things were on hold in my career, and I couldn’t continue taking dance classes.” The second career barrier she reported was feelings of obligation. She shared that she could not create her creative projects because she must prioritize her part-time job first. She stated, “I need to prioritize my job first, which has been an obstacle for me.”

Use of Growth Mindset Techniques. During the interview, when asked about RQ #2, Rosemary used the method of seeking support from others to help her work toward achieving her career goals. She sought support from her part-time job supervisor to receive feedback and encouragement to create independent projects and learn how to stay motivated. She stated:

I think my supervisor in my part-time job also became my mentor because we were able to talk about how difficult it is to start your independent projects. It feels energizing when you know that someone has done this before, and you share similar experiences and learn that you are not alone when you encounter difficulties. Yes, I felt inspired.

Rosemary also learned and got inspiration from another mentor. She stated, “I do have a mentor from my time in college. Even though we have not been in touch very much in the past four months, I definitely take inspiration from her.” She also used the technique of acknowledgment to overcome her career barriers. She stated, “I think it is really good to acknowledge that the barriers are there, and then see how absurd the idea is and get some distance from it.” The third technique Rosemary used was journaling. She said, “I write down my fixed mindset statement, and then I turn it around and write a growth mindset statement, journaling about what is in my way.” The last technique she used to overcome her barriers to achieving her career goals was goal setting, to help her prioritize her health and ensure her

energy stays strong. She stated, “I found it difficult to make strides in my career goals without addressing my health goals first. So I am committed to exercising regularly.”

Outcomes

There were four outcomes that Rosemary achieved after applying the growth mindset techniques. First, she accepted a part-time job offer regarding dance and writing. She received feedback from her professor about her writing and guidance to help her move forward in her career. Third, Rosemary did some research about her field and made a plan to help her achieve her career goal. Lastly, she increased her strength and energy by exercising outside two times per week; she believed this would ensure she could continue to perform.

Career Goal Summary

Rosemary’s long-term career goals are to become a dancer and dance writer. Her four career barriers were doubting her ability to become successful, lacking knowledge and skills she could apply successfully, the societal influence of a limited community in her career field, and concern that she will not become financially independent by achieving her goals of dancing and writing about dance. The growth mindset techniques Rosemary used were freewriting to help her brainstorm ideas, listening to podcasts to increase her motivation, using the goal setting technique to create a career plan and prioritize to take better care of herself through exercise, reading inspirational interviews and stories that increased her motivation, seeking outside support to gain feedback, and acknowledging her barriers. Rosemary received several outcomes from applying the growth mindset techniques. She accepted a part-time job related to her career goals, gained helpful feedback from her mentor, created a career plan, and prioritized exercise to increase her stamina.

Relationship Goal

Rosemary's relationship goals are to nurture healthy and interdependent relationships between herself and her friends, family, extended family, and colleagues.

Survey Results

Relationship Barriers. In the survey, for RQ #1, Rosemary reported that her first relationship barrier was her lack of energy for building successful relationships. She stated, "I feel like it takes a lot of energy to craft thoughtful messages, and it takes time to check in with friends via a call or video call." Another barrier she reported was her fear that others might interpret her communications negatively. She stated, "I am afraid that others would not want to be contacted, or I might seem too eager and annoy them by contacting them." Distance and the pandemic have also been barriers for Rosemary in working to achieve her relationship goals. She stated, "Living in different time zones, and the need for socially distancing rather than spending time with friends and family in person can make it difficult to communicate."

Fixed and Growth Mindsets. For RQ #2, Rosemary barriers influenced her to develop a fixed mindset. She believed that she could not communicate well and build successful relationships with others. To help her shift to a growth mindset, Rosemary developed the beliefs that she can learn to manage her negative emotions successfully. She made more efforts to prioritize her relationships, and she made time to develop her relationships (see Table 11).

Table 11

Rosemary's Shifting From a Fixed to a Growth Mindsets for Her Relationship Goal

Fixed Mindset	Growth Mindset
“I am an inherently flawed person who can only make friends with certain people.”	“I am a person in development and growth who can build great relationships with many different people, given time and effort.”
“I will always be anxious and afraid of hurting or annoying others.”	“I can learn to deepen my relationships and manage my fear of being unlikeable by focusing on sincerity, transparency, and empathy.”
“I will never have the energy or time to build closer, healthier relationships and start new relationships.”	“I can learn to make relationships a priority in my life and respond promptly to messages and communications. I can show friends and family my support and love.”

Use of Growth Mindset Techniques. Rosemary used freewriting as a technique to create positive language that would help her apply positive self-talk to overcome her barriers and help her achieve her relationship goal. Second, she sought advice from life coaches and experts via free podcast resources to overcome her relationship barriers. Lastly, she applied creativity by engaging in different experiences to build new relationships. Rosemary stated, “I enrolled in a new experience called the Shansi Fellowship to make new relationships.”

Rosemary supported herself, helped maintain a growth mindset, and continued working toward achieving her relationship goals when she created the following action steps:

1. Listen to a Headspace meditation on relationships or a basic meditation daily for 5–10 minutes.
2. Message two friends before leaving my room to make breakfast.
3. Put down my phone during meals and snacks so I can talk with my siblings.
4. Message two friends each day who I haven't talked to in a while, and ask, “How are you?”

5. Have a conversation beyond “How are you?” with at least one sibling/close friend per day.
6. Strive to learn one new thing about my friends and family every day.

Interview Results

Relationship Barriers. During the interview, when asked about RQ #1, Rosemary reported that her lack of energy was one barrier to building successful relationships between herself and others. She stated, “I felt like it took too much work to try to meditate and to message people.” Her second relationship barrier was her past failures. She shared that she had had negative experiences due to spending too much time on digital devices and that did not support her. She stated, “I have burned out before, and a lot of it came from being online. Spending too much time on my computer and my phone have been giving me shoulder pain.” Rosemary reported self-doubt as her third barrier. She expressed that she feared she could not build successful relationships with others. She stated, “Oh, it will not matter because they are busy or no one will reply, or I might be annoying them.”

Use of Growth Mindset Techniques. During the interview, when asked about RQ #2, Rosemary used the goal setting technique to help her prioritize and allocate time to take care of herself and to connect and build relationships with others. She reported that she put in the time to mediate daily and get enough sleep and exercise. She expressed that doing those activities increased her energy to build successful relationship with others. She stated, “Those activities will give me the energy to convince myself that it is worth it to connect and grow my relationships with the people I care about, and to build deeper and more meaningful and open relationships.”

Outcomes

Rosemary developed the habit of meditating and messaged two friends each morning who she had not contacted recently. She expressed, “I have made some good progress!” She reported that she felt more connected to her friends and family and felt more confident about her ability to be present as a friend. Another outcome she reported is that she took baby steps to break unhealthy online habits by not using her phone during meals. She shared, “Instead of looking at my phone during meal times, I would play a podcast and just listen.” Lastly, Rosemary said she felt good about herself, proud of herself, and that she can reinforce her daily habits. She stated that she tends to have better days when she follows her new daily habits.

Relationship Goal Summary

Rosemary’s relationship goals are to nurture healthy and interdependent relationships between herself and her friends and family. Her relationship barriers were a lack of energy to engage and communicate with others, fear that others would not respond to her, a sense of distance due to the pandemic and the physical distances between her and some people, her past failures with relationships, and doubt that her relationships would become successful. The growth mindset techniques Rosemary used were: freewriting to help her develop positive self-talk, seeking outside advice about how to build successful relationships, applying creativity by enrolling in different programs to build new relationships, and prioritizing and investing her time and energy to develop her relationships through the goal setting technique. The outcomes she gained from applying the growth mindset techniques were: developing new, positive habits and meditating daily; sending messages to friends she had been out of contact with each day; taking baby steps toward achieving her relationship goals by limiting digital activities she did not think

were helpful to her; and feeling good about herself, and proud of herself for her accomplishments.

Health Goal

Rosemary's health goals were to gain a sense of well-being and energy that would facilitate the things she wanted to do, such as dancing, hiking, jogging, writing, socializing, and learning.

Survey Results

Health Barriers. In the survey, for RQ #1, Rosemary identified that her health barriers were self-doubt, time management, fatigue/soreness, allergy/illness, embarrassment, and her work and family obligations.

Fixed and Growth Mindsets. For RQ #2, Rosemary's health barriers influenced her to develop a fixed mindset. She developed the beliefs that she would not have enough energy to take on challenges and accomplish her health goals. To help her shift to a growth mindset, Rosemary created the belief that with more time and effort, she could become successful and she would have enough energy to accomplish her health goals (see Table 12).

Table 12

Rosemary's Shifting From a Fixed to a Growth Mindsets for Her Health Goal

Fixed Mindset	Growth Mindset
“I’m not fit enough or smart enough to be truly well and take on challenges.”	“I do not need to be perfect or a professional. I can continue exercising in a way that works for me and that supports my long-term health and wellness.”
“I have limited energy, and if I spend it on exercise, I will not have energy for working and learning.”	“When I take care of myself through exercise, I learn new ways to work and learn and generate more energy to do what I love.”
“My work and family obligations are more important than my health.”	“When I take care of myself through exercise, I can better show up for my family and my career.”

Use of Growth Mindset Techniques. The first technique Rosemary used to help her overcome her health barriers was writing. She wrote down growth mindset statements that helped her develop a growth mindset. She also journaled about her sense of wellness. She used the goal setting technique to help her create a plan to stay focused on overcoming her barriers and achieving her health goals. Another technique she used was creativity, in trying different activities such as attending online dance and movement classes and new workouts. Rosemary also used the creativity technique to help her overcome her lack of energy. For instance, she would engage in different activities such as taking classes, finding new places to jog, and exercising with her sister to music that increased her motivation to stay active.

To support herself and help maintain a growth mindset perspective that would assist her continue workings toward achieving her health goal, Rosemary created the following action steps:

1. Restore my sleep schedule to 11 p.m.–7 a.m.

2. Every day, walk in the morning for at least 15 min. Alternate walking + light jogging with longer jogging sessions that raise my heart rate.
3. Alternate intense running with dance classes, yoga, Pilates, and functional exercise indoors and outdoors.
4. Log activities and take note of how it feels physically, write what I want to do next and where I need to grow.

Interview Results

Health Barriers. During the interview, when asked about RQ #1, Rosemary expressed that her health barriers were self-doubt and she did not believe she could achieve her health goals due to her body type. She reported that the external reason that influenced her to create those limiting beliefs came from the model minority myth. She had observed and felt that Asian women are known to be small and slender. Her observations and experience influenced her to develop the fixed mindset that being small and slim are genetic traits of Asian women and she could not become successful with that body type. She stated, “I do not have the right body type for being very fit.” Rosemary also reported that her lack of energy was another health barrier that prevented her from achieving her health goals. She stated, “I have a limited amount of energy; that is how I always feel.”

Use of Growth Mindset Techniques. During the interview, when asked about RQ #2, the first technique Rosemary used to overcome her health barriers and help her achieve her health goals was goal setting to help her make small commitments. She stated, “I broke it down into smaller commitments like taking one to two dance classes a week, running every other day, and rotating between a series of exercises in the morning.” She also expressed that she chose those commitments because she felt that they would build on each other. Another technique she used is practicing positive self-talk to help her achieve her health goal. Her positive self-talk statements were, “I do not need to be born with innate ability to excel athletically, and I can

achieve my health by cultivating consistency in small everyday choices,” and, “I cannot be 100 percent every day; that is part of normal life.”

Outcomes

Rosemary chose activities that were available to her that helped motivate her to exercise. She stated, “I chose running because it is cheap and available, and it takes a lot of my energy when I run. It is aerobic, and sometimes running pushes me to be outside more.” Breaking her exercise into small commitments increased her self-confidence and motivated her to do more advanced activities. She stated, “By taking the basic classes, I feel confident about my basic ability to exercise and take care of myself before I begin taking on more advance goals like running for 30 minutes or completing this particular workout.” Another outcome she experienced was looking forward to her new health routine. Rosemary started exercising 30 minutes daily before noon, signed up for a dance intensive class, and logged her activities such as walking, jogging, dancing, and functional exercises.

Health Goal Summary

Rosemary’s health goals are to gain a sense of well-being and more energy. Her health barriers were self-doubt, societal influences that she could not achieve her health goals because of her Asian body type, and societal perceptions about Asian bodies; she lacked energy and believed she could not engage in activities like exercising successfully. She briefly stated other barriers: lack of time, fatigue/soreness, allergy/illness, embarrassment, and work/family obligations. Rosemary used growth mindset techniques to help her work toward achieving her health goals, including freewriting to help her develop a growth mindset. She used the goal setting technique to make small commitments to help her maintain her motivation to achieve her health goal. She applied creativity by engaging in different health activities such as attending

online classes, jogging, and using music she enjoyed while exercising with her sister.

Rosemary's outcomes in applying the growth mindset techniques were increased engagement in activities, improved self-confidence, and she felt more enjoyment.

Summary

Rosemary is a Filipino, 22-year-old female who lives in San Diego, California. Her career goals are to become a dancer and dance writer. Her career barriers were self-doubt, lack of knowledge, skills, motivation, and financial concerns. She used the journaling technique to write down her fixed mindset statements to overcome her barriers. She applied the goal setting technique to make a plan and prioritize her important tasks to help her achieve her career goal. She also listened to podcasts and sought out mentors to get suggestions. The outcomes she received from applying the techniques were increased energy, feedback on how to improve her career prospects, and a part-time job as a dancer.

Rosemary's relationship goal is to nurture her relationships with her friends, family, extended family, and colleagues. Her relationship barriers were lack of energy and communication, time difference, social distancing, and past failures that led to self-doubt. She used the freewriting technique to write down and help her understand her barriers to develop positive self-talk, listened to different experts from podcasts to get suggestions, enrolled in a new program to build new relationships, and set goals to prioritize and achieve her relationship goals. The outcomes she received after applying the techniques were building better connections to friends and family by messaging others daily, and Rosemary spent less time on digital devices to nurture and develop a better relationship with herself. She expressed that she built better relationships with others when she took care of herself.

Rosemary's health goals are to improve her sense of well-being and increase her energy. Her health barriers were self-doubt, illness, lack of energy, work, family obligations, and societal influences about the Asian body type. She used the techniques of journaling, goal setting to make small commitments, creativity by engaging in different and fun activities, and applying positive self-talk to help her overcome her barriers and achieve her health goals. Her health outcomes included increased self-confidence, developing an exercise routine that she enjoyed, and maintaining a positive attitude by using positive self-talk. Rosemary realized that she does not need to have good days every day to become successful.

Participant 4: Amy

Amy was an 18-year-old Filipino female living in San Diego, California. She lived with her parents and did not attend school or work during the study. Her goals are to overcome her procrastination and enroll in a college with an undeclared major (career goal), improve her relationship with her sister (relationship goal), and exercise 20 minutes daily (health goal). The following findings from the surveys and interviews provide an in-depth analysis of Amy's goals, barriers, fixed and growth mindsets, the techniques she used to develop and maintain a growth mindset, and the outcomes she experienced.

Career Goal

Amy's career goal is to enroll in college for summer and Fall 2020.

Survey Results

Career Barriers. In the survey, for RQ #1: "Which barriers are influencing the mindsets of Asian American young adults in not achieving their career, relationship, and health goals?" Amy's first career barrier was her lack of understanding of the college enrollment process. She stated, "The fear of the complexity of the enrollment process and not understanding how to

enroll in college.” Her second barrier was her fear of procrastination and she would apply too late to be accepted by a college. She stated, “Fear of being too late to apply for summer classes.”

Fixed and Growth Mindsets. For RQ #2: “How are Asian American young adults shifting their perspectives from a fixed to a growth orientation to help them reach self-actualization?” Amy’s career barriers influenced her to develop a fixed mindset by creating beliefs that she could not become independent enough, and she could not successfully apply to attend college. To help Amy shift to a growth mindset, she sought support to help her create the belief that she could successfully apply to college (see Table 13).

Table 13

Amy’s Shifting From a Fixed to a Growth Mindsets for Her Career Goal

Fixed Mindset	Growth Mindset
“I cannot achieve independence because I do not understand how to apply and enroll in college.”	“It’s OK to ask for help, no matter your age.”
“Due to my inherent procrastination, I will be unable to pursue summer classes and other life opportunities.”	“Just because I was unable to reach one of my goals does not mean that I cannot develop as a person and continue to accomplish other goals in life.”

Use of Growth Mindset Technique. The technique Amy used to help her overcome her barriers, fixed mindset, and begin working to achieve her career goal was seeking guidance from a supportive environment. She sought out family members for support. She stated, “I sought out my parents to keep me accountable, and I asked help of my siblings.” She mentioned that the main reason why she sought out her family for support because they have already gone through the process of applying for college or are going through the same process like her.

She supported herself and helped develop and maintain a growth mindset to help her continue to work toward achieving her career goal as she created the following action steps:

1. Apply online.
2. Fill out the Free Application for Federal Student Aid (FAFSA).
3. Complete the orientation.
4. Sign-up for a planning session.
5. Create a school account to enroll into college classes.
6. Enroll in classes.

Interview Results

Career Barriers. During the interview, when asked about RQ #1, Amy expressed that her barrier was not knowing what to major in at college. Therefore, it has been difficult for her to enroll in college. She shared that it has always been a struggle for her to figure out what she wants to major in and unsure of what she wants to do in the future. She stated, “I have not enrolled in any classes yet. I am stuck in figuring out what my major is.” Furthermore, she felt overwhelmed because she feared she might not be able to change her major after choosing it. She stated, “I am overwhelmed and fearful of going into a major that I will not be able to change later.”

The second career barrier Amy reported was her fear of failure due to her past failures in school. She expressed that she never had a good experience in school, and she does not want that to happen again. She stated, “For the longest time, starting college or getting back into school is scary for me. I am really intimidated by college and school in general.” Another past failure that prevented her from achieving her career goal was not meeting deadlines. She said that she had had trouble meeting deadlines in the past and had experienced negative outcomes from it.

Therefore, if she was to enroll in a college, she was afraid that she would not be able to meet the classes' deadlines. She stated, "Whenever I fail to meet those deadlines, it is humiliating and frustrating because it feels like I am not getting better or I am not a good person or student." She felt that signing up for or registering for college is essentially signing herself up for more deadlines and the potential of failing again. Therefore, she felt unmotivated to register for college.

Use of Growth Mindset Techniques. During the interview, when asked about RQ #2, the first growth mindset technique Amy used to overcome her barriers to achieving her career goal was reading inspirational stories during the COVID-19 pandemic. She expressed that she gained some direction on where she wants to go with her career by reading stories about the Black Lives Matter movement. She stated that, "In my head, I have a couple of options for my career from reading stories about the Black Lives Matter movement." Another technique Amy used was seeking encouragement from a supportive environment, her family members. She stated, "I got a bit of coaching from my family." She had a discussion with her family and they give her some ideas. She felt that hearing from other people really helped encourage her. The third technique Amy used to achieve her career goal was applying the concept of good failure. She mentioned that by having the courage to try again, she would know what she needs to fix to improve in the future. She stated, "If I do not try at all, then there is no way for me to fix it or to get better at it. My only option is to try and try again."

Outcomes

By applying growth mindset techniques, Amy successfully created a school account to applied for classes, completed the orientation, and requested that her high school deliver her transcript to the college.

Career Goal Summary

Amy's career goal is to enroll in college. Her career barriers were that she lacked the understanding of how to enroll in college successfully, she did not know which major to study, she felt overwhelmed by the thoughts of registering and attending college, and had fear due to her past experiences of being late and not meeting deadlines in school. To help her overcome her barriers, she sought guidance from a supportive environment, which is her family members, to keep her accountable. She read inspirational stories during the COVID-19 pandemic and applied the concept of good failure to help her continue trying to achieve her career goal. Amy's outcomes were that she successfully created a student school account, applied for courses, completed the school's orientation, and requested her high school deliver her transcript to the college.

Relationship Goal

Amy's relationship goal is building a better relationship with her sister. She expressed that she decided to build a better relationship with her sister since she spent a lot of time with her sister during the COVID-19 pandemic. She expressed that she easily got irritated by being around her sister each day. Therefore, she wanted to improve her relationship with her sister.

Survey Results

Relationship Barriers. In the survey, for RQ #1, Amy's relationship barrier was not wanting to communicate with her sister because her sister tended to bring up political issues that upset Amy. She stated, "It upsets me whenever she brings politics or whenever I mention my interests to her."

Fixed and Growth Mindsets. For RQ #2, Amy's relationship barriers influenced her to develop a fixed mindset by creating the belief that it was best not to communicate with her sister

to avoid feeling hurt. To support her shift from a fixed to a growth mindset, she developed the beliefs that if she created boundaries and practiced her active listening skills, it would help her achieve her relationship goal (see Table 14).

Table 14

Amy's Shifting From a Fixed to a Growth Mindsets for Her Relationship Goal

Fixed Mindset	Growth Mindset
“It is better to not talk with my sister at all to avoid being hurt by her political beliefs.”	“I should create boundaries and communicate to my sister that the forceful way she expresses her opinions about my interests make me unhappy.”
“I should give up my interests to avoid my sister’s judgments.”	“I can continue to talk and pursue my interests as well as listen to my sister.”

Use of Growth Mindset Techniques. Amy used the technique of mindset shifting to help her overcome her barrier and achieve her relationship goal. She shifted to a more open mindset to help her listen to different perspectives when communicating with her sister. She stated, “I will try to understand where my sister is coming from, and her conviction and opinion as a passion rather than aggression toward me.”

She supported herself, helped maintain a growth mindset, and continued working to achieve her relationship goal when she created the following action steps:

1. Talk with my sister about how her actions make me feel, and set boundaries.
2. Continue these conversations, and remind each other of the boundaries we set whenever a disagreement arises.

Interview Results

Relationship Barriers. During the interview, when asked about RQ #1, Amy reported that her relationship barrier was caused by her past experiences with her sister. She believed that

negative past experiences discouraged her from wanting to have conversations with her sister. She stated that her past experiences of arguing with her sister “End up with neither of us seeing eye-to-eye, and things are not getting better. It is pointless to try and fix.” The second barrier that prevented Amy from achieving her relationship goal was her fear of making things worse. She stated, “I feel really scared or afraid of how she might react. Even though I might do it with the best of my intentions, she might not see it that way.”

Use of Growth Mindset Techniques. During the interview, when asked about RQ #2, Amy used the setting boundaries technique to help overcome her barriers and help her achieve her relationship goal. She explained that she would set boundaries and express her feelings and concerns to her sister. She stated, “I am usually silent. But instead, I can confront her and tell her about her enforcement of ideas that I do not appreciate and establish boundaries.” The second technique Amy used to overcome her barriers was changing her mindset. She developed positive self-talk statements that encouraged her to want to communicate with her sister. Her positive self-talk statements were, “We have differences in opinions, but we can still work with each other despite that,” and, “It is better if I try and fail to make better relationships with my sister than not try at all.” The last technique Amy used that helped her achieve her relationship goal was writing a letter to her sister. She reported that writing a letter allowed her to express her concerns clearly. She stated, “I can write it down on paper and give it to her or slide it under her bedroom door.”

Outcomes

Amy communicated with her sister, explained her feelings, and set boundaries for future interactions between them.

Relationship Goal Summary

Amy's relationship goal is to build a better relationship with her sister. Her relationship barriers were that she lacked the desire to communicate with her sister due to their different viewpoints. Also, she had experienced negative effects in past experiences when she spoke with her sister, and Amy feared that she would worsen their relationship. The growth mindset techniques Amy used included: having an open mindset to listen to different perspectives when communicating with her sister, applying positive self-talk technique to encourage her to talk to her sister, creating boundaries to let her sister know when she felt uncomfortable, and writing a letter to her sister explaining how she felt. The outcomes Amy received were being able to express her feelings to her sister and creating boundaries for future interactions with her sister.

Health Goal

Amy's health goal is to exercise for at least 20 minutes daily. She expressed that exercising was important to her because it helped prevent health problems and diseases. She also mentioned that she experienced back and shoulder pain, so she wanted to exercise to improve her physical condition.

Survey Results

Health Barriers. In the survey, for RQ #1, Amy's health barrier was her lack of motivation. She stated, "Getting started or finding the motivation to start exercising is difficult."

Fixed and Growth Mindsets. For RQ #2, Amy's health barrier influenced her to develop a fixed mindset and believe that exercising would not be fun for her. However, she decided that it would encourage her and help her gain more motivation to exercise if she found exercises that she enjoyed. Amy shifted to a growth mindset when she created the belief that exercising is fun (see Table 15).

Table 15

Amy's Shifting From a Fixed to a Growth Mindsets for Her Health Goal

Fixed Mindset	Growth Mindset
“Exercising is unpleasant and too hard.”	“I can make exercising more pleasant and easier by doing exercises that I know and like, for example, dance exercises.”

Use of Growth Mindset Techniques. The technique Amy used to overcome her lack of motivation was creativity in finding fun exercises that she could do to help her achieve her health goal. She also used the technique of shifting to a growth mindset. She stated, “I change my mindset by looking at exercise more positively and not seeing exercising as a chore, but as a fun activity through doing fun exercise routines.”

She supported herself and maintained a growth mindset that helped her continue working to achieve her health goal when she created the following action steps:

1. Pick a time in the day to exercise to keep it consistent.
2. Pick a place to exercise.
3. Have music available that is upbeat and encourages activity.
4. Pick at least four fun exercises I have done in the past classes and do them.
5. Move freely for the rest of the remaining time.

Interview Results

Health Barriers. During the interview, when asked about RQ #1, the first health barrier Amy reported was her lack of motivation to exercise. She expressed that she could not find the motivation to get started. She stated, “I would just sit in my garage, my designated place to exercise, and flip through music. But I could not get myself to start exercising.” Another barrier

that prevented her from achieving her goal health was her negative past experiences. She was afraid that she would not be satisfied with her exercise routine if she decided to do it. She stated, “In the past, I have tried exercising. I felt like I had not done enough after some exercise sessions.”

Use of Growth Mindset Techniques. During the interview, when asked about RQ #2, Amy used her successful past exercise experiences as examples that helped her create exercise routines that motivated her to exercise. She stated, “I try to choose at least four exercises that I knew from past classes that I have taken and implement them in my routine.” She also used family support as a technique that helped her overcome her barriers and helped her work toward achieving her health goal. She asked her sister to exercise with her, which increased her motivation to exercise. Amy stated:

Having my sister around also really helps. She keeps me in check. Like yesterday, and it was another day where I felt super unmotivated, and I had been sitting around for like an hour. And she was like, “Hey! Remember that song that you have told me about the other day? Why don’t you play it, and I will dance with you?” And so I played it, and we danced together, and I was able to get my exercise done. So, that helpful.

Outcomes

Amy found the time, place, and music she needed to help her exercise consistently. She reframed her mindset and came to believe that she did not need to exercise a lot to feel good about herself. She stated, “I concluded that I did something, and that was better than nothing.” She also experienced enjoyment and happiness. She stated, “Whenever I started doing free movements, I was genuinely pretty happy. And I thought it was pretty fun.”

Health Goal Summary

Amy’s health goal is to exercise for at least 20 minutes daily. Her health barriers included a lack of motivation to exercise and the effects of past experiences when she did not have good outcomes when she exercised. To overcome her barriers, she used the technique of creativity in

finding fun exercises that increased her motivation, shifted her mindset to believe that exercising could be fun and not a chore, used positive experiences from her past that helped motivate her to exercise, and exercised with her sister. Amy achieved the outcomes of finding the time and place to exercise regularly and developing a more positive mindset about exercise.

Summary

Amy was an 18-year-old Filipino female living in San Diego, California. She lives with her parents. She did not attend school or work during the study. Her career goal is to enroll in college with an undeclared major. Her career barriers were a lack of understanding of the process she needed to follow to enroll in college successfully, her fear of procrastination, and her fear of missing deadlines due to her past experiences. Amy used different growth mindset techniques to help her overcome her barriers and to achieve her career goal. She sought family support to gain encouragement, used the concept of good failure to become persistent and tried until she succeeded, and read inspirational stories that motivated her. After she applied these techniques, she successfully applied and enrolled in courses at a community college for the upcoming semester.

Amy's relationship goal is to improve her relationship with her sister. Her relationship barriers were her sister making her upset, negative past experiences, and fear of more negative interactions with her sister. Amy used the techniques of setting boundaries and applying positive self-talk to see her sister's viewpoints from a more positive perspective. Amy's outcome was that she set clear boundaries with her sister that guided their interactions.

Amy's health goal is to exercise 20 minutes daily. Her health barrier was her lack of motivation to exercise. She took ideas from past fun exercise classes and used them to create her own exercise routine; these helped her overcome her barrier. She also sought out her sister's

support. The health outcomes Amy achieved were finding fun music that made it easier for her to exercise, and she enjoyed her exercise routine.

Participant 5: Chris

Chris was a 22-year-old Hmong male living in Sacramento, California. He lives with his parents and did not attend school or work during the study. His career goal is to become a California Highway Patrol Officer (CHP), his relationship goal is to improve his relationship with his parents, and his health goal is to improve his physical health. The findings from the surveys and interviews provide an in-depth analysis of Chris's career, relationship, and health goals; the barriers he identified; his fixed and growth mindsets; the techniques he used to overcome the barriers; and the outcomes of his efforts.

Career Goal

Chris's long-term career goal is to become a California Highway Patrol Officer (CHP). His short-term goal is to declare a major in criminal justice by Spring 2021.

Survey Results

Career Barriers. In the survey, for RQ #1: "Which barriers are influencing the mindsets of Asian American young adults in not achieving their career, relationship, and health goals?" Christ reported that his first career barrier was the lack of support from his parents. He stated, "My parents think that criminal justice is a dangerous career and want me to change my career." The second barrier he mentioned was his lack of effort. He stated, "I felt like I couldn't achieve it or get into the major in the first place because I wasn't trying hard enough." The last career barrier Chris reported was his lack of physical health. Being a CHP would require him to have good physical health, but he felt that he did not currently have that. He stated, "I am not fit. And this job requires passing a physical exam and a healthy body shape."

Fixed and Growth Mindsets. For RQ #2: “How are Asian American young adults shifting their perspectives from a fixed to a growth orientation to help them reach self-actualization?” Chris’s career barriers influenced him to develop a fixed mindset of doubting himself. To help Chris shift from a fixed to a growth mindset, he used the methods of communication and effort. They helped him develop the growth mindset belief that he can become successful and achieve his career goal (see Table 16).

Table 16

Chris’s Shifting From a Fixed to a Growth Mindsets for His Career Goal

Fixed Mindset	Growth Mindset
“I cannot become successful because my parents do not support my career choice.”	“I can convince them that not everything is a dangerous occupation and ensure that I will be safe.”
“I will not become successful because I do not have the body type for it.”	“I will, and I can, train and shape my body the way I want.”
“I will wait until I have more knowledge and skills before getting started.”	“Instead of waiting and telling myself that I will try, I will attempt to do it. If I fail, I will gain experiences and knowledge.”

Use of Growth Mindset Techniques. Chris reported that he sought out others for support that would help him overcome his barriers and help achieve his career goals. He sought out a college advisor who helped him better understand his career options. This helped Chris to convince his parents that his career choice is not a dangerous career. He stated, “Seeking an advisor is the best solution when trying to figure out a career path and need help. They helped me realize a bigger goal instead of small goals.” He also sought out friends to get their opinions on how to do things successfully. Chris stated, “I spoke with my friends and asked them for their opinions on how I should approach something.” Another technique Chris used was goal setting

to help him plan successfully; this encouraged him to put more effort into achieving his career goal. He stated, “Before, I wasn’t planning anything; but now, I take things more slowly and plan accordingly.”

Chris supported himself and maintained a growth mindset that helped him continue working to achieve his career goals when he created the following action steps:

1. Seek an advisor.
2. Take all criminal justice major classes required.
3. Graduated with a degree in Criminal Justice.
4. Programs/Apprenticeship/Ride-along.

Interview Results

Career Barriers. During the interview, when asked about RQ #1, Chris reported self-doubt as one of his career barriers because his parents did not support his career choice. He stated, “Sometimes I question myself because my parents are afraid that being an officer is a dangerous job and want me to do something else that is safer.” The second barrier he reported was financial concerns. Chris stated, “I feel like it is a lot of money and work, and it might not be worth pursuing the career.” Another barrier he expressed is a lack of direction that would not help him achieve his career goals. Chris stated, “I do not know where to start with the field because there are so many different majors and fields.” Chris’s last career barrier was his lack of self-confidence. He stated, “Sometimes I lose interest because there is a lot of work that is needed to be done and I do not have the right understanding and mindset to do it correctly.”

Use of Growth Mindset Techniques. During the interview, when asked about RQ #2, the technique Chris used to overcome his barriers and help him achieve his career goals was seeking out a college advisor to help him make better career decisions. He stated, “Seeking an

advisor is the best solution when figuring out a career path. I was able to investigate the different plans and paths.” Taking the suggestions from the advisor, Chris was able to use the goal setting technique to plan a course of action to achieve his career goals.

Outcomes

Chris gained a better understanding of his career choice and the courses he would need to pass to graduate and receive his degree. He finished registering for classes and developed a plan to make sure he could pass his courses. He also changed his way of thinking to a growth mindset and stated, “Once you change the way you think about a certain problem, you will find solutions for it.”

Career Goal Summary

Chris’s career goal is to become a CHP. His career barriers were: lack of parental support because they were afraid of how dangerous the career is; Chris’s lack of self-confidence and his belief that he would not become successful; he lacked direction too, as Chris did not know how to achieve his career goal; and Chris believed he lacked the physical health he would need as a CHP. And he had financial concerns because he was afraid that he would not have enough money to pay for his courses. The three growth mindset techniques Chris used to overcome his barriers and help him work toward achieving his career goals were seeking guidance from a college advisor, seeking advice from his friends, and goal setting to help him plan how to become a CHP. Chris reported several outcomes. He gained a better understanding of his career path, registered for his college courses, and shifted to a growth mindset that helped him develop more solutions and work toward achieving his career goals.

Relationship Goal

Chris's relationship goal is to build a better connection with his parents. He wanted his parents to understand and accept his career choice.

Survey Results

Relationship Barriers. In the survey, for RQ #1, Chris's relationship barrier was culturally based. He expressed that his family follows the Hmong culture, and it is difficult to make his parents agree to his career choice.

Fixed and Growth Mindsets. For RQ #2, Chris's relationship barrier influenced him to develop the fixed mindset belief that he could develop a successful relationship with his parents because they do not support his career choice. Chris reported that he would learn more about his career choices so he could better explain his chosen career to his parents. Therefore, he developed a growth mindset belief that his parents would support him if they had a better understanding of his career choice (see Table 17).

Table 17

Chris's Shifting From a Fixed to a Growth Mindsets for His Relationship Goal

Fixed Mindset	Growth Mindset
"I will not have a good relationship with my parents because they do not agree with my career choice."	"I will be open-minded, and express myself freely, and make my parents understand that my career choice will benefit me."

Use of Growth Mindset Techniques. The first technique Chris used to overcome his relationship barrier was finding an advisor who guided Chris about how to explain his career choice to his parents. He stated, "I emailed my advisor, by expressing my situation, and they understood." Another technique he used was having a conversation with his parents during

which Chris shared and explained information about his chosen career. He stated, “I ask if my parents would want to go on a car ride, and then just talk about all my barriers and problems with them. They will tell me whether they like the idea or not.” Chris mentioned that it took him awhile to convince his parents, but eventually, he convinced his parents to support his career choice. The last technique Chris used to overcome his barrier and help him achieve his relationship goal was positive self-talk. He stated, “I will be open-minded and remember that they will always support me, no matter what, even if I do not listen to their advice.”

Interview Results

Relationship Barriers. During the interview, when asked about RQ #1, Chris reported that his parents’ lack support for his career choice was his first relationship barrier. He stated, “My parents do not agree with my career choice because they believe that the career is too dangerous, and want me to have a less dangerous career and job.” The second barrier Chris shared was his cultural obligation to support his family financially. Chris stated,

Since I am the oldest child, I feel like it is my obligation to have a safe career where I can provide for them and the family. Sometimes my parents would limit me on what I can and should do.

The last relationship barrier Chris identified is also cultural. He expressed that his parents expected him to pursue a career that is more aligned with the Hmong culture.

Use of Growth Mindset Techniques. During the interview, when asked about RQ #2, Chris used the technique of communicating, which helped him build a better relationship with his parents. Chris stated, “I ask if my parents would want to go on a car ride, then just talk about all my career goals, and barriers, and problems with them.” Chris expressed that after he showed his parents all the different programs and salaries in the criminal justice fields, and explained to his parents that making a lot of money in a career that does not bring him happiness will become pointless because money only does not give him fulfillment, his parents ended up supporting

him. He also mentioned that it took him a few days to get his parent to understand and support him.

Outcomes

The outcomes Chris gained were a better understanding of the different options in his career field and effectively convincing his parents to support his career choice. He also reported that his technique was very effective because it gave him more focus and the determination needed to achieve his goal. He also built a better relationship with his parents because they changed their minds and supported his career choice.

Relationship Goal Summary

Chris's relationship goal is to build a better relationship with his parents. His relationship barrier was his parents not supporting his career path because they felt that being in the CHP is a dangerous career. Chris also felt a cultural obligation to support his family financially because he is the oldest child, and his career path does not fit in with his parents' cultural norms. Chris used three growth mindset techniques to overcome his relationship barriers. First, he found a college advisor and got advice on how to explain his career choice to his parents. Then, Chris spoke with his parents and gave them information about his career choice. Finally, he applied positive self-talk to help him believe that his parents will support him no matter what career path he chooses. The two outcomes Chris received from applying the growth mindset techniques were convincing his parents to approve of his career choice, and he built a better relationship with his parents.

Health Goal

Chris's health goal is to be physically fit.

Survey Results

Health Barriers. In the survey, for RQ #1, Chris’s health barriers were his lack of self-belief and motivation.

Fixed and Growth Mindsets. For RQ #2, Chris’s health barriers influenced him to develop the fixed mindset belief that he cannot become physically fit. To help him shift to a growth mindset, he created the growth mindset beliefs that with more knowledge about working out correctly, and by applying physical effort, he can achieve his health goal (see Table 18).

Table 18

Chris’s Shifting From a Fixed to a Growth Mindsets for His Health Goal

Fixed Mindset	Growth Mindset
“I don’t have what it takes.”	“I have what it takes to be physically and mentally prepared.”
“I lack the motivation to work out.”	“I am going to start working out.”

Use of Growth Mindset Techniques. The first growth mindset technique Chris used was goal setting to help him break down his exercise routine into small commitments. He stated, “I decided to work out a little bit every day. Like five minutes a day, and increase the time as the days go by.” He also used the goal setting technique to help him create a plan for when to work out that made sure he will have enough time and energy to become successful. He stated, “I plan every day, giving myself the time and energy to think, and work out, and with it.”

Interview Results

Health Barriers. During the interview, when asked about RQ #1, Chris said that his first health barrier was self-doubt. His words were, “I don’t have what it takes to become successful.” His second barrier was his bad eating habit. He stated, “I feel like I have been eating fast food

often, such as McDonald's, and it has made me gain weight, which I do not like." Chris identified his last health barrier as the lack of motivation. He expressed that he was not motivated to exercise. He stated, "I lack the motivation to work out because I do not have the equipment. Since there is COVID, I cannot go to the gym. So it is hard for me to have the motivation to work out."

Use of Growth Mindset Techniques. During the interview, when asked about RQ #2, Chris used creativity by trying different resistance training exercises to allow him to work out without gym equipment. He stated, "I will work out by doing resistance training workouts." He also used the goal setting technique to help him plan out and achieve his health goal. He said, "I will plan, prepare, pursue, and do."

Outcomes

Chris was able to shift his mindset and started to believe that he could become successful once he started taking action and working out.

Health Goal Summary

Chris's health goal is to become physically fit. His health barriers were his lack of self-belief that he could become successful, lack of motivation to exercise, his bad eating habit such as eating McDonald's food, and he lacked the motivation to exercise as he believed he did not have the proper equipment. The growth mindset techniques he used to overcome his health barriers were goal setting, creating small commitments to exercise daily, and planning which exercises he would do. He used resistance training such as free weights to help him achieve his health goal. The outcomes Chris reported were that he was able to shift to a growth mindset, and once he began to exercise, he started believing that he could become successful and physically fit.

Summary

Chris was a 22-year-old Hmong male living in Sacramento, California. He lives with his parents and did not attend school or work during the study. His long-term career goal is to become a CHP. Chris's career barriers were lack of parental support for his career choice, lack of effort, and lack of physical health to meet his goal. To overcome his career barriers, Chris sought advice from an advisor and friends and used the goal setting technique to plan his career path. His career outcomes were gaining a better understanding of the different career options within the CHP, and Chris successfully registered for classes.

Chris's relationship goal is to improve his relationship with his parents. His relationship barriers were a lack of support from his parents, a strong cultural sense of family obligation, and cultural expectations that did not support his career choice. The growth mindset techniques he used were seeking advice from an advisor and friend, communicating with his parents, and applying positive self-talk. His relationship goal outcome was that he gained his parents' approval of his career choice.

Chris's health goal is to improve his physical health. His health barriers were a lack of self-belief, motivation, and unhealthy eating habits. To overcome his health barriers, Chris used the goal setting technique to create a daily plan to exercise, made small exercise commitments that helped his motivation, and recognized the opportunity to increase the amount of exercise. He also applied creativity to try different workout methods that could help him achieve his health goal. His health outcome was an increase of self-belief; Chris now believes that he can achieve his health goal. He expressed that once he started working out, he saw the benefits, and they increased his self-belief and helped motivate him to achieve his health goal.

Participant 6: Mary

Mary was a 24-year-old Vietnamese female living in Los Angeles, California. She lives alone, worked part-time, and attended school during the study. Her career goal is to become a Vietnamese language teacher. Her relationship goal is to develop and maintain healthy boundaries with her family members, and her health goal is to improve her emotional health. The findings from the surveys and interviews provide an in-depth analysis of Mary's career, relationship, and health goals; the barriers she faced; her fixed and growth mindsets; techniques she used to overcome the barriers; and her outcomes.

Career Goal

Mary's career goal is to become a Vietnamese language teacher. She decided to become a Vietnamese language teacher because she believes that teaching Vietnamese is one of her strengths. She has had many good experiences by teaching Vietnamese in public and private schools. She can also imagine herself being a successful Vietnamese teacher, and she believes that there is not a lot of competition in her career field.

Survey Results

Career Barriers. In the survey, for RQ #1: "Which barriers are influencing the mindsets of Asian American young adults in not achieving their career, relationship, and health goals?"

Mary's career barrier was her family's lack of support.

Fixed and Growth Mindsets. For RQ #2: "How are Asian American young adults shifting their perspectives from a fixed to a growth orientation to help them reach self-actualization?" Mary's career barrier influenced her to develop a fixed mindset belief that it would be difficult for her to achieve her career goal without her family's support. To help Mary shift from a fixed to a growth mindset, she created the belief that if she reflected on different

strategies and gained more knowledge and skills, she could become successful in her career (see Table 19).

Table 19

Mary's Shifting From a Fixed to a Growth Mindsets for Her Career Goal

Fixed Mindset	Growth Mindset
<p>“I will not be successful because my parents would not offer total financial and emotional support.”</p>	<p>“I will reflect on what I have learned. I will watch YouTube videos to help me gain more knowledge and apply what I have learned into my current life situations. I will see how I can use this knowledge to achieve my goals.”</p>

Use of Growth Mindset Technique. Mary sought advice from others to help her overcome her career barrier. She stated, “I reconnect with my networks, colleagues, and friends to seek their advice and understand what they think would be best for me. I connected with them through social media.”

She supported herself and helped maintain a growth mindset perspective that encouraged her to continue working to achieve her career goal when she created the following action steps:

1. Maintain a job in San Francisco Unified School District (SFUSD).
2. File the Free Application for Federal Student Aid (FAFSA) to find out its status for both schools and transfer three coursework and credential documents.
3. Become a student teacher at California State University, Long Beach (CSULB) in Fall 2021 for four months.
4. Seek approval from the San Francisco Unified School District (SFUSD) for a leave of absence for professional study after my first year of teaching.
5. Look for a new job or reapply to the San Francisco Unified School District (SFUSD).
6. Narrow my short-term housing options.
7. Lease out my car to gain money.

Interview Results

Career Barriers. During the interview, when asked about RQ #1, Mary reported that feeling overwhelmed was one of her career barriers. She expressed that to achieve her career goal, she might have to take on more responsibilities and that she might not be ready for them. She stated, “I am overwhelming myself by taking more responsibility when I’m not done with one subject yet. I’ve been going to school and just trying to figure out a path.” Mary also reported that financial concern was her second barrier. She expressed that she was afraid that she would not be able to be financially independent by teaching only one subject: the Vietnamese language. She stated, “I’m afraid that I will get myself into debt to find a job in that career. That kind of negative thinking tends to pull me back from being firmer on just taking Vietnamese myself.” She had learned that other teachers were taking more classes so they could teach different subjects; this would give them a better chance of securing a more stable income.

Mary’s third career barrier was her job situation. She reported that to attend her chosen school, she would need to get a leave of absence from her current job, but she feared it might not be granted because she was a new employee. She stated, “I want to take a leave of absence, but my school job won’t allow that, it forces me to back down on my career. So, they draw a path for me.” Her last career barrier was her job’s location. She expressed that the teaching position might not be available near where she currently lives, which is in Los Angeles, California. She stated, “I don’t know if there will be a position in Southern California. I might have to move up to San Francisco to teach at the elementary level for San Francisco Unified School District.”

Use of Growth Mindset Techniques. During the interview, when asked about RQ #2, Mary used the goal setting technique to help her overcome three career barriers. First, she used the goal setting technique to help her create a budget to ensure she can pay for her expenses to

overcome her financial barriers. She stated, “I always have a budget for everything, like books, tuition, enough money to pay for rent, and the things that I need to sustain myself through school right now.” She also used the goal setting technique to plan her career. She stated, “I just bought a planner for 2021, and I’m going to do better with that planner. It will help me plan long-term.” Lastly, she created a plan for her living situation if she has to relocate for her job. She stated, “I found an Airbnb. I’ve been looking to other options like Airbnb and Zeus living if I have to relocate.”

Another technique Mary used to overcome her barriers was creativity. She applied different methods to help her save money. She stated, “I am learning new ways to save, such as electricity and relevant things.” She expressed that she will learn how to cook, which is something she expressed that she needs to do. She will also stop eating out, and not spending too much money on Uber eats and similar things. In addition, she planned to engage in different activities to gain some extra income. She stated, “I want to try a new business out, it is a membership thing. I am also thinking of renting out furniture.”

Outcomes

Mary emailed her employer about getting a leave of absence so she could pursue professional studies. She carefully planned out her course of action if she did not get approved for a leave of absence. She developed more confidence to help her overcome challenges that might manifest along the way, and decided she would use the techniques she applies during this study to help her achieve her career goal.

Career Goal Summary

Mary’s career goal is to become a Vietnamese language teacher. She identified the barriers to achieving her career goal as a lack of family support, feeling overwhelmed with the

work that may be required if she pursues her career, and financial concerns that she will not have enough money for her school and living expenses. She had job concerns that her current employer might not give her the time off to continue her education, and that she might need to relocate to the San Francisco area to teach Vietnamese. The growth mindset techniques she used to overcome her barriers were seeking outside advice from her network, friends, and colleagues; goal setting to help her create financial and career plans; and applying creativity in trying different methods to save money. After she applied the growth mindset techniques, Mary's outcomes were that she successfully communicated with her employer, developed a plan to further her career, and increased her self-confidence and believed she could achieve her career goal.

Relationship Goal

Mary's relationship goal is to develop boundaries and maintain good relationships with her family members.

Survey Results

Relationship Barriers. In the survey, for RQ #1, Mary shared that her relationship barriers were communication and family situations.

Fixed and Growth Mindsets. For RQ #2, Mary's relationship barriers influenced her to develop the fixed mindset belief that her relationship with her family members could not be improved. To support her shift to a growth mindset, Mary created the belief that she can develop better relationships with her family members (see Table 20).

Table 20

Mary's Shifting From a Fixed to a Growth Mindsets for Her Relationship Goal

Fixed Mindset	Growth Mindset
“The current status of the relationship cannot be changed; it is my family problem.”	“I have the power to [sic], and happiness begins within myself. I need to be happy first with myself, knowing what I want before expecting others to do things that make me happy.”

Use of Growth Mindset Techniques. Mary used the technique of learning how to manage her emotions, and it helped her overcome her barrier. She stated, “I will reflect mentally.” She also used creativity by applying different methods to help her achieve her relationship goal. She stated, “I journal and learn to master the art of negotiation.”

She supported herself and helped maintain a growth mindset as she worked on her relationship goal when she created the following action steps:

1. Talk to my close friends and family members to seek their advice on things to move forward successfully.
2. I do not make hasty decisions on my own but allow their feedback to be part of my inner growth and support me in other aspects of life.

Interview Results

Relationship Barriers. During the interview, when asked about RQ #1, Mary reported that one barrier that prevented her from achieving her relationship goal was that her family tended to take her for granted. She stated, “When I visit them too often, they don’t see my value. They take it for granted.” The next relationship barrier she expressed was a lack of communication. She stated, “They wouldn’t even have a conversation with me sitting down. My dad is somewhere else working, and my mom is like running around with things.” Another

barrier that prevented Mary from achieving her relationship goal was parental expectations that she disagrees with. She stated, “They don’t do their part. I feel like sometimes they put the expectation on me to help my mom do laundry where she should do it on her own.” Her dad told her, “You’re a daughter. You should fill your role by relating to your mom.” Furthermore, sometimes her family expected her to do too much. She stated, “I can only do so much. My energy and time are limited. I only have enough resources to help myself.”

The last barrier that Mary reported was a lack of support from her parents. Her parents do not support her financially. She expressed that her parents would spend money on things and not realizing that she is struggling financially. She also reported that her parents do not support her emotionally. She stated, “My brother said things that were really mean to me, and my parents didn’t know what to say, and I feel like that was really toxic for me.”

Use of Growth Mindset Techniques. During the interview, when asked about RQ #2, the first technique Mary used to overcome her barriers was distancing herself from her family; this gave her some time to cool down. She stated, “I’m not going to talk to them as much. I’m just going to do my things once in a while.” Another technique she used to overcome her relationship barrier was apologizing and showing that she cares. She stated, “I would say, I’m sorry for doing this and that.” She mentioned that she would text her dad and explain things to him. She will continue to support her dad and show that she still cares and trust him. She also expressed that she will come back the following week to help them out. The third technique she used was positive communications. She stated, “I’ll try to talk nicely, like think before speak.” She expressed that she will think about what she would say and what not to say to her parents. She also stated, “I will try not to get upset.”

Mary also reported that she applied the creativity technique by using different activities to take better care of herself and they helped her communicate better with her family. She stated, “I exercise, like running and taking a walk to improve my mind, body, soul because it is all related—talking to friends, reading books, journaling, creating plans, cooking, and organizing things.”

Outcomes

Mary learned how to prioritize, and chose when and how to approach certain situations that improved her relationships with her family members.

Relationship Goal Summary

Mary’s relationship goal is to develop boundaries and maintain good relations with her family members. Her relationship barriers were a lack of communication with her family members, her family taking the things she does for them for granted, the pressure to meet parental expectations that she disagreed with, and the lack of support from her parents. The growth mindset techniques Mary used to overcome her relationship barriers were learning to manage her emotions when her family members said or did things she did not like; she learned how to negotiate, communicate, and apologize for her mistakes. She also established boundaries that gave her some distance from her family members and allowed her to do other things than be with her family. Mary used the creativity technique by applying different self-care methods of journaling, reading books, cooking, and talking to friends to overcome her barriers to achieving her relationship goal. Mary’s outcomes were that she successfully established priorities and learned to approach issues and interactions among her family more successfully.

Health Goal

Mary’s health goal is to improve her emotional health.

Survey Results

Health Barrier. In the survey, for RQ #1, Mary’s health barrier was her lack of motivation to exercise to improve her emotional health. She expressed that it is difficult to exercise indoors due to the COVID-19 pandemic.

Fixed and Growth Mindsets. For RQ #2, Mary’s health barrier influenced her to develop the fixed mindset belief that she could not achieve her health goal because exercising indoor was difficult for her. To help Mary shift to a growth mindset, she sought a new way to exercise at home and developed the belief that she can achieve her health goal (see Table 21).

Table 21

Mary’s Shifting From a Fixed to a Growth Mindsets for Her Health Goal

Fixed Mindset	Growth Mindset
“I will not be able to increase my energy level because it is not fun to exercise indoor.”	“I will sign up for programs and Pilates where I can exercise at home.”

Use of Growth Mindset Technique. Mary used the goal setting technique to prioritize her activities to make time to exercise at home. She stated, “I am going to adjust my schedule.”

Interview Results

Health Barriers. During the interview, when asked about RQ #1, the first health barrier Mary reported in the interview was self-neglect. She tended to rely on others to make her feel better. She stated, “I tend to neglect myself. When I get irritated, I tend to rely on others to make me feel better.” Another health barrier she expressed was her inability to manage her emotions successfully. She stated, “When I get upset, my emotion bothers me.” The third barrier she reported that prevented her from achieving her health goal was work stress. She stated, “I couldn’t sleep because of work stress preventing me from being emotionally healthy.”

Use of Growth Mindset Techniques. During the interview, when asked about RQ #2, the first technique she used to overcome her barriers and help her achieve her health goal was to build a better relationship with her boyfriend. She stated, “I feel like the better the relationship between my boyfriend and me, it helps manage my emotions better.” Mary also found it helpful to use her creativity by diversify her activities to overcome her barriers to achieve her health goal. Some of the activities she reported that helped her manage her emotions better were cleaning, doing laundry, keeping a routine, praying, taking care of her skin, eating better, and walking.

Outcomes

Mary started doing yoga and got a weekly massage that will improve her emotional health.

Health Goal Summary

Mary’s health goal is to improve her emotional health. Her health barriers included not wanting to exercise as she could not exercise inside due to COVID-19, self-neglect in relying on others to make her feel better, not knowing how to manage her emotions successfully, and feeling work stress. The growth mindset techniques Mary used were setting goals to prioritize her time to exercise; building a better relationship with her boyfriend so he provided emotional support; and applying creativity where she engaged in different activities, such as praying, skincare routines, eating better, and walking. The outcomes Mary received after applying the growth mindset techniques were being able to set time aside to do yoga and get a weekly massage.

Summary

Mary was a 24-year-old Vietnamese female living in Los Angeles, California. She lived on her own, worked part-time, and attended school during the study. Her career goal is to become a Vietnamese language teacher. Her career barriers were lack of financial support from her family, feeling overwhelmed that she had to take on more responsibility to achieve her career goal, financial concerns, and believing she had a school employment challenge that would interfere with studying to improve her employment qualifications. The technique she used to overcome her barriers to achieving her career goal was seeking advice from colleagues and friends. She used the goal setting technique to create a career plan and a budget to help her overcome her financial barriers. Another technique she used was creativity by using different methods to save money, such as creating an eating budget and eating out less. She is also thinking of starting an alternative income stream. The outcomes Mary achieved were communicating to her school about her concerns and creating a plan to help her face her financial challenges successfully.

Mary's relationship goal is to develop and maintain healthy boundaries between herself and her parents and brother. Her relationship barriers were lack of communication, lack of support from her family, her family's expectations, and her family not seeing her value. To overcome her relationship barriers, Mary used communication techniques, distancing herself, creativity in diversifying her activities, and learning to manage her emotions better; she improved her relationship with her boyfriend and received emotional support from him. She managed her family situations better by prioritizing her time and energy more successfully through the goal setting technique.

Mary's health goal is to improve her emotional health. Her health barriers were lack of motivation to exercise, self-neglect, and feeling stressed. The techniques she used to help her overcome her barriers were goal setting to help her prioritize exercise to help her feel better and build a better relationship with her boyfriend, and creativity by doing different daily activities to keep her occupied and less focused on her emotions. Mary's health outcome was being able to do yoga and get a massage weekly to help her manage her emotions more successfully.

Participant 7: Helen

Helen was a 20-year-old Hmong female living in Sacramento, California. She lived with her family, attended school, and did not work during the study. Her career goal is to become a physician assistant (PA), her relationship goal is to improve her relationships with herself and her friends, and her health goal is to improve her physical and mental health. The findings from the surveys and interviews provide an in-depth analysis of Helen's career, relationship, and health goals; the barriers she encountered; her fixed and growth mindsets; the techniques she used to overcome the barriers; and the outcomes of using those techniques.

Career Goal

Helen's career goal is to become a physician assistant (PA).

Survey Results

Career Barriers. In the survey, for RQ #1: "Which barriers are influencing the mindsets of Asian American young adults in not achieving their career, relationship, and health goals?" Helen's first career barrier was self-confidence. She stated, "It is too difficult to become a PA." Another career barrier she reported was situational. She stated, "There are not many PA programs in my hometown's colleges." Her last barrier was financial. She stated, "The cost of the PA program is too much and so far."

Fixed and Growth Mindsets. For RQ #2: “How are Asian American young adults shifting their perspectives from a fixed to a growth orientation to help them reach self-actualization?” Helen’s barriers influenced her to develop the fixed mindset belief that it was too difficult to achieve her career goal. To support her shift to a growth mindset, Helen reported that she researched different strategies that could help her create the belief that she can achieve her career goal by investing more time and effort in learning (see Table 22).

Table 22

Helen’s Shifting From a Fixed to a Growth Mindsets for Her Career Goal

Fixed Mindset	Growth Mindset
“I am not sure if I can become a PA, so I am going to give up.”	“Nothing is easy; the only way to achieve something is to work hard on it.”
“There’s not a lot of programs near my hometown, so I won’t bother to become a PA.”	“I want to become a PA, so I will figure it out no matter how far away it is.”
“I lack the knowledge of what to do next after taking the prerequisites for becoming a PA, so I will stop with what I’m doing.”	“I lack the knowledge of what to do next after taking the prerequisites for becoming a PA, but I will reach out to people and an advisor for help.”
“I don’t have money to even go to a PA program, and the PA programs are so far away, maybe I should choose something else.”	“Though I don’t have money and know there aren’t any programs near me, I’ll make my goal happen.”

Use of Growth Mindset Techniques. The first technique Helen used to overcome the barriers to achieving her career goal was seeking out college advisors to guide her about how to succeed in the PA program. She stated, “I seek out advisors and ask what I still need to do to enter a PA program.” She expressed meeting with the advisors was helpful because they helped her realize that she could take more than one approach to achieve her career goal. She also felt

better because she discovered that she was not the only person going through those challenges. Another technique Helen used to overcome her career barriers was seeking family support. She stated, "I talked with my family about my plans." She reported that talking to her family was effective because it helped her look at her desired career differently. The last technique she used was watching YouTube videos that helped her learn more about the PA program. She stated, "I watched videos of those in the PA's program."

Interview Results

Career Barriers. During the interview, when asked about RQ #1, Helen expressed that her first barrier was not understanding her career major, and that caused her a lot of stress. She stated, "I had no idea what I wanted to do. I am not sure if I wanted to go to pre-med. I didn't know what occupations are in the field." The second barrier Helen mentioned was feeling overwhelmed by the fear that she might make the wrong career choice and be stuck with it forever. She stated,

I feel overwhelmed and worry about making a career decision because it is something I will do for the rest of my life. I do not want to go into something that I don't like. I don't want to regret it.

Another barrier Helen expressed was financial concern. She was afraid that she would not have enough money to go through the PA program. She stated, "I am afraid of the living expenses and stuff." The last career barrier that Helen reported was self-doubt. She questioned whether she could achieve her goal or not. She stated, "Can I do this?" She expressed that it is difficult for her because she does not know anyone in the same medical field as her. She stated, "It is hard to do things on my own."

Use of Growth Mindset Techniques. During the interview, when asked about RQ #2, the first growth mindset technique Helen used to help her work toward achieving her career goal was seeking support from her family. She stated, "I had a discussion with my family. My family

worked out well. They helped a lot.” She also reached out to three college advisors to help her with her career choices. She stated, “I talked to advisors. They don’t like push you. They let you sink into it, and then you think about it, reflect, see what you want to do.” Helen felt that getting support from the advisors was effective. She asked a lot of questions and got guidance on what her next career step is. Another technique she used was enrolling in motivational programs. She stated, “After joining the entrepreneur program, I took more risks. So, I think that helped a lot.” She also mentioned that joining this study helps her take more action steps toward her career goal.

Another technique Helen used was self-reflection. She took some time to self-reflect on her options and interests and assessed the best career path for her. She stated, “I take each step slowly. I concluded that PA is what I wanted to do.” She expressed that the PA program is a good fit for her because she genuinely liking helping people and she is a hands-on person. Watching YouTube videos is another technique Helen used to help her achieve her career goal. She stated, “I watch a lot of YouTube videos when I need motivation. I also watch studying tips and the pros and cons videos of the program to prepare myself.” She expressed that she also read stories that helped her overcome her career barriers. She stated, “I read stories online.” The last technique Helen used was goal setting to help her plan. She stated, “I like to plan. I don’t like doing things at the last minute unless I have to. I’ve been using a planner since middle school.”

Outcomes

Helen’s outcomes were making a firm decision to become a PA, she gained more motivation to keep moving forward, increased her confidence about making her choice of career, gained more knowledge, and found useful resources that helped her take the next step toward achieving her career goal.

Career Goal Summary

Helen's career goal is to become a Physician Assistant (PA). Her career barriers included self-doubt because she was unclear about her major, felt overwhelmed, was worried about the lack of programs near her hometown, and had financial concern that she could not afford the costs of training to become a PA. The growth mindset techniques she used were seeking out college advisors to help her understand her options and offer advice, seeking family support by having discussions with them, watching YouTube videos that gave her guidance, attending motivational programs to increase her motivation, practicing self-reflection, determining which PA program would be best for her, reading stories that gave her ideas, and planning how to further her career through using the goal setting technique. After applying the growth mindset techniques, Helen had several outcomes: she made a firm career decision, increased her motivation and self-confidence, gained more knowledge, and learned skills that will help her become successful.

Relationship Goal

Helen's relationship goals are to build a better relationship with herself and meet new people.

Survey Results

Relationship Barriers. In the survey, for RQ #1, Helen's relationship barriers were based on her past experiences. She stated, "I cannot open up my innermost feelings and am not willing to talk to people or meet new people because of past incidents."

Fixed and Growth Mindsets. For RQ #2, Helen's relationship barriers have influenced her to develop the fixed mindset belief that she is not good enough to talk with others. To help her shift to a growth mindset, she created the belief that her self-confidence will increase when

she puts more effort into learning and improving herself so she can communicate with others more successfully (see Table 23).

Table 23

Helen's Shifting From a Fixed to a Growth Mindsets for Her Relationship Goal

Fixed Mindset	Growth Mindset
“I won’t talk to anyone because I feel like I am enough.”	“I am enough. I am going to talk to people so that I can become a better person.”
“If I can’t even talk to myself out of this then I cannot open up to meet new people.”	“I will become a better person to have more confidence to talk to people.”

Use of Growth Mindset Techniques. The techniques Helen used to help her overcome her barrier and achieve her relationship goal were reading inspirational stories and books, reciting positive affirmations, applying positive self-talk, watching YouTube videos of professional people to gain self-confidence, jotting down her feelings and then reading them out loud, and having conversations with family and friends.

Helen supported herself and helped maintain a growth mindset that would help her continue working to achieve her relationship goal when she created the following action steps:

1. Watching YouTube videos for motivation.
2. Having a dinner conversation with my family.
3. Checking up on friends that I know of.
4. Reading motivational books.

Interview Results

Relationship Barriers. During the interview, when asked about RQ #1, Helen expressed that her prior experience of losing friends became a barrier that prevented her from believing in

herself so she can make new friends. She stated, “It is very frustrating because I’ve lost so many friends before. So, it is hard to be the person you are today because it feels like you are not enough.” She also mentioned that her negative experiences influenced her to develop self-doubt in her communications skills and that she would not be able to communicate with others successfully. She stated, “I feel like sometimes I just catch myself talking so much, and then I am self-doubting myself when I talk to others.”

Use of Growth Mindset Techniques. During the interview, when asked about RQ #2, Helen used the method of reading motivational books to help her overcome her barriers and help achieve her relationship goal. She said that books have life lessons that push her to become a better person for herself and others. She stated, “I always love reading books because they encourage me to talk to other people. They also influenced me to think positively, having a better mindset.” In addition to reading books, she also read inspirational stories to help her overcome her barriers. She reported that she would use other people’s experiences in the stories to guide her to achieve the same thing, “Just to see their experience and reflect or put me in that situation,” as she said.

Another technique Helen used was being in a supportive environment by joining motivational programs to meet new people. She stated, “Joining this program/study, I can learn something new. I met you, Leyna, and everybody else.” The last technique she used to overcome her barrier and help achieve her relationship goal was taking some personal time to learn and improve herself. She stated, “During quarantine, I have time to develop new things that I didn’t know about myself. I also feel like I have to keep myself in check.” She also expressed that it is important to build a relationship with herself before she can start talking to other people.

Outcomes

Helen's motivation and self-confidence levels increased after she read motivational books. She also felt better about herself after watching YouTube videos and discussing her feelings with her family and friends. The third outcome she reported was having a better understanding of herself.

Relationship Goal Summary

Helen's relationship goals are to build a better relationship with herself and meet new people. Her relationship barriers were her past failures of losing friends and doubting herself; she thought she could not make new friends successfully. The growth mindset techniques she used to overcome her relationship barriers included reading inspirational stories and books, reciting positive affirmations, applying positive self-talk, watching YouTube videos, writing, getting family support, and being in a supportive environment by attending motivational programs. The relationship outcomes Helen received were increased motivation and self-confidence, feeling better about herself, and increased self-understanding.

Health Goal

Helen's health goals are to improve her physical and mental health. She explained that her spirit has been low, and she felt that improving her physical and mental health would help her feel better.

Survey Results

Health Barrier. In the survey, for RQ #1, Helen's health barrier was her lack of motivation. She stated, "It is so difficult to gain motivation and be consistent when so many things are going on, especially in times of crisis. Working out at home is a lot harder than I expected."

Fixed and Growth Mindsets. For RQ #2, Helen’s health barrier influenced her to develop the fixed mindset belief that she would not achieve her health goal due to her lack of motivation to exercise indoors. To help her shift to a growth mindset, she developed the belief that learning new ways to exercise would increase her motivation to exercise and help her achieve her health goal (see Table 24).

Table 24

Helen’s Shifting From a Fixed to a Growth Mindsets for Her Health Goal

Fixed Mindset	Growth Mindset
“I have no motivation to physically and mentally gain the health or fit that I want, so that I will try it again the next year.”	“I will try new things to gain motivation to achieve the body and mind that I want.”
“I’m not going to keep up with my health because I’m not motivated to do anything.”	“I will show myself my best when no one looks to work on myself physically and mentally.”
“I am not consistent with my workout, so I will start again when I feel like it.”	“I want to become physically and mentally healthy to start as soon as possible.”
“Working out at home is difficult, and I lack motivation, therefore I won’t work out.”	“If I want to be physically and mentally healthy, I have to start taking action.”

Use of Growth Mindset Techniques. The first technique Helen used was applying the concept of neuroplasticity. She believed that she can learn new things and improve herself by buying and reading motivation books. She stated, “Whenever I come across a motivational book, I would buy and read it to gain new information on how I can view and work on myself.” She also watched YouTube videos to access health information that would help her achieve her health goal. She stated, “YouTube videos have always been my number 1 method because it is an easy access and many people make content about health.” Helen also listened to podcasts to

help increase her motivation. She stated, “I keep myself occupied by listening to podcasts.” The fourth technique Helen reported using was talking to her siblings and friends. She stated, “I have discussions with siblings and friends. Sometimes I think all you need is a little push.” Lastly, Helen used the goal setting technique to create a plan to help her overcome her barrier and work toward achieving her health goal. She stated, “I plan out my workout days and meals.”

Interview Results

Health Barriers. During the interview, when asked about RQ #1, the first health barrier Helen discussed in the interview was her lack of motivation to exercise. She stated, “It is difficult to work out or just do things at home during quarantine because there is so little to do.” Another health barrier Helen expressed was her lack of consistency. She stated, “I’m not consistent with things because I have to balance school or something else.” The last health barrier she reported was not having an open mind to trying new things. She stated, “I’m not very open-minded. It is hard because my spirit is low.”

Use of Growth Mindset Techniques. During the interview, when asked about RQ #2, the first technique Helen used to overcome her fixed mindset and help her achieve her health goal was goal setting to help her plan. She stated, “I plan my day to work out or what type of workout to do.” She also said that it improves her other health areas when she exercises. She stated, “I have realized that working out can help me sleep better, which will help me mentally and physically.” Helen’s last technique that helped her work toward achieving her health goal was watching YouTube videos. She stated, “I watch YouTubers of their workout and how they go with your life.”

Outcomes

Helen learned to develop a more positive mindset that would help her achieve her health goal. She stated, “If something doesn’t work out, there will always be another solution that does, and as time goes by, it gets easier, and it is worth it.” She put in more effort to achieve her health goals. She stated, “I have to work on it and push myself a little further to achieve that.”

Health Goal Summary

Helen’s health goals are to improve her physical and mental health. Her health barriers were a lack of motivation to exercise because she thought there was not much she could do during the COVID-19 pandemic, she lacked consistency with her healthy behaviors due to work and school, and she did not have an open mind that would help her try different things. The first growth mindset technique she used was applying the concept of neuroplasticity to motivate her so that she could learn new knowledge and skills to achieve her health goal. She read motivational books and watched YouTube videos to learn new health knowledge and skills. She also used the goal setting technique to help her plan her exercise and diet routines. Lastly, she talked to friends and family to give her extra motivation. The outcome she received from applying the growth mindset techniques was developing a better mindset; she believed that if she fails, there will be more solutions out there. And she put in more effort to improve her health.

Summary

Helen was a 20-year-old Hmong female living in Sacramento, California with her family, attended school, and did not work during the study. Her career goal is to become a PA. Her career barriers were self-doubt, financial concerns, and feeling overwhelmed because she was not 100% clear about her chosen career choice. To help her overcome her barriers and achieve her career goal, the techniques she used were seeking advice from college advisors and family,

watching YouTube videos to help her understand more about the PA program, attending motivational programs, and reading inspirational stories to increase her self-confidence. Her career outcomes were making a firm career decision and gaining more motivation and inspiration that help her move forward.

Helen's relationship goals are to improve her relationships with herself and make new friends. Her relationship barriers were her past negative experiences and not being open enough. The techniques she used to help her achieve her relationship goal were reading motivational books and stories to increase her self-confidence, applying positive self-talk, having discussions with family and friends, watching YouTube videos, being in a supportive environment, and applying personal and self-care methods. Her relationship goal outcomes were gaining motivation to improve herself, and she reported feeling better about herself.

Helen's health goals are to improve her physical and mental health. Her health barriers were her lack of motivation and having a closed mindset. She used the technique of goal setting to help her plan. She learned new health knowledge and skills by reading motivational books and stories and watching YouTube videos. She also talked to family and friends, exercised, and listened to podcasts to help her overcome her barriers and achieve her health goal. Her health outcomes were developing a more positive mindset in believing in herself. She created solutions and took action steps to achieve her goal. She also realized that she would need to put more effort in if she wanted to get better results.

Participant 8: Kristina

Kristina was a 22-year-old Vietnamese female living in Sacramento, California. She lived with her parents, and she did not attend school or work during the study. Her goal is to become a Board-Certified Behavior Analyst at the doctoral level (career goal), improve her relationship

with her boyfriend (relationship goal), and exercise 3 days per week for 30 minutes (health goal). The findings from the surveys and interviews provide an in-depth analysis of Kristina's career, relationship, and health goals; the barriers she identified; her fixed and growth mindsets; the techniques she used to move past the barriers; and the outcomes she experienced.

Career Goal

Kristina's career goal is to become a Board-Certified Behavior Analyst at the doctoral level. She wanted to pursue that career path because she has always been interested in psychology, and it was one of her best subjects at school. She also expressed that she is a visual learner, and when she sees results from studies, the information motivated her to want to pursue that career path.

Survey Results

Career Barriers. In the survey, for RQ #1: "Which barriers are influencing the mindsets of Asian American young adults in not achieving their career, relationship, and health goals?" Kristina expressed that her barriers were her lack of motivation to become successful during the COVID-19 pandemic and financial concerns. She stated, "I struggle to find the motivation to keep going during the pandemic and afraid that I will not have enough money for school."

Fixed and Growth Mindsets. For RQ #2: "How are Asian American young adults shifting their perspectives from a fixed to a growth orientation to help them reach self-actualization?" Kristina's barriers influenced her to develop the fixed mindset belief that she cannot achieve her career goal because the journey is too long. To overcome her fixed mindset, Kristina sought resources and other people's support; this helped her create the growth mindset belief that she can achieve her career goal (see Table 25).

Table 25*Kristina's Shifting From a Fixed to a Growth Mindsets for Her Career Goal*

Fixed Mindset	Growth Mindset
“It’s a long and difficult journey.”	“I will surround myself with positive and encouraging people to reach my goals.”
“It’s going to be very expensive to continue higher education.”	“I will look for scholarships to help fund my education.”
“I’m afraid I won’t do well.”	“If I feel like I’m struggling, I will find resources like my advisor to help me stay on track.”

Use of Growth Mindset Techniques. Kristina used two techniques to help her overcome her career barriers and fixed mindset: seeking support from her family and talking to an advisor.

Kristina supported herself and helped maintain a growth mindset that would assist her efforts to continue working to achieve her career goal when she created the following action steps:

1. Apply for scholarships.
2. Enroll in a master’s program.
3. Make two-year and five-year plans.

Interview Results

Career Barriers. During the interview, when asked about RQ #1, Kristina expressed that financial concern was one of her career barriers. She realized that she was afraid she would not have enough money to pursue a master’s degree and a Ph.D. program because they cost a lot of money. She stated, “It is a constant struggle with financial worries because I lost my job at the beginning of the quarantine during the pandemic. So, I do not make any income right now.”

Kristina also reported that her lack of experience is another career barrier. She stated, “I’m very worried about not having enough experience because I only worked in behavior therapy for about a year and a half before getting laid off.” Kristina also expressed that it is difficult to find a job. She stated, “Right now, it is tough to find a job during the pandemic. Also, it is a little harder for me to find a job since I don’t have the certifications.”

Use of Growth Mindset Technique. During the interview, when asked about RQ #2, the technique Kristina used to overcome her barriers is seeking support from others. First, she asked her mom for financial support. She stated, “I talked to my mom about it, and she has always been my number one supporter of me continuing my education.” The second person Kristina sought support from was a college counselor. The counselor suggested that Kristina could apply for scholarships that would help her overcome her financial barrier. Kristina stated, “I talked to my counselor at school, and I found many scholarships and job offers that I’m going to start applying to.” Kristina also mentioned that the process of applying for scholarships was easy and she got some suggestions about where to find jobs. Lastly, she sought out a friend to introduce her to job opportunities. She stated, “My friends have worked at other companies before. So, I can ask them to refer and introduce me to those fields, and that helps me feel a little bit better too.”

Outcomes

The outcome Kristina achieved was that she applied to enter a master’s degree program. She also expressed that her worries, stress, and frustration levels decreased, and her self-confidence increased. That helped her move forward toward achieving her career goal.

Career Goal Summary

Kristina's career goal is to become a Board-Certified Behavior Analyst at the doctoral level. Her career barriers included the COVID-19 pandemic as that decreased her opportunity to get work experience, financial concern that she would not have enough money to fund her school programs, and lack of experience as she currently did not have a job. The growth mindset techniques she used to overcome her barriers and help her work toward achieving her career goal were seeking family support from her mom, seeking a college advisor to give her suggestions on scholarships and jobs, and asking friends for job referrals to overcome her financial concerns. Kristina's outcomes after applying the growth mindset techniques were decreased worries, stress, and frustration; her self-confidence increased, and she believed that she could achieve her career goal.

Relationship Goal

Kristina's relationship goal is to develop a healthy and long-term relationship with her boyfriend. She explained that her boyfriend is her newest relationship, so she wants to build and improve on that relationship.

Survey Results

Relationship Barrier. In the survey, for RQ #1, Kristina's relationship barrier was the long distance between her and her boyfriend. Her boyfriend lives in Japan, and she lives in California.

Fixed and Growth Mindsets. For RQ #2, Kristina's barrier influenced her to develop the fixed mindset belief that her relationship is falling apart. However, Kristina reported that she engaged in different activities to prevent her from focusing on her fixed mindset. Also, she

created the growth mindset belief that her relationship will grow whenever she has the opportunity to talk to her boyfriend (see Table 26).

Table 26

Kristina's Shifting From a Fixed to a Growth Mindsets for Her Relationship Goal

Fixed Mindset	Growth Mindset
“I feel a bit lonely when I cannot speak to my boyfriend, especially during his deployments.”	“I know that I can overcome the distance by focusing on my things & also communicating my feelings with him whenever we can talk.”
“Not being able to find time to talk to each other and growing apart.”	“Whenever we can talk, we can make the most of our time by paying full attention to each other.”
“Distance leading to trust issues.”	“We can communicate and strive to be transparent with each other.”

Use of Growth Mindset Techniques. The first technique Kristina used to help overcome her relationship barrier was occupying herself with activities. She stated, “I made my plans to go back to school for my master’s degree.” Another technique she used was reading books. She stated, “I have been rereading my favorite book series.” The third method Kristina used to help her achieve her relationship goal was making lists. She stated, “I write down all the interesting things in my life to share them with him when we get the opportunity to talk.” Kristina sought advice from others to help her overcome her relationship barrier. She stated, “I ask people and friends who have been in long-distance relationships for their experiences.” Kristina’s also sent her boyfriend gifts to help her achieve her relationship goal. She stated, “I send my boyfriend gifts and letters.”

Interview Results

Relationship Barriers. During the interview, when asked about RQ #1, Kristina expressed that her relationship barriers were the long distance and time differences. She lives in California and her boyfriend lives in Japan. Therefore, it is difficult for her to communicate with her boyfriend. She stated, “It is tough to talk to each other because of the time difference. Also, the inability to talk sometimes when he goes on months for long deployments because he is in the Navy.”

Use of Growth Mindset Techniques. During the interview, when asked about RQ #2, Kristina used the technique of writing things down that she would like to share with her boyfriend. She stated, “I would write down interesting things that have happened throughout the day or whatever we want to tell each other on a notepad.” She also expressed that writing down things help her with her memory. Another technique she used to help achieve her relationship goal was transparency. She stated, “If anything is wrong or we have problems, we usually try to communicate it before it gets out of hand, and try to be transparent with each other.”

Outcomes

Kristina’s communication skills improved after she began writing things down. Also, writing things down helped her feel better when she and her boyfriend had problems but cannot solve them immediately.

Relationship Goal Summary

Kristina’s relationship goal is to develop a healthy and long-term relationship with her boyfriend. Her relationship barriers were the long distance between them and time differences that have made it difficult for her to communicate with her boyfriend. The growth mindset techniques she used to overcome her relationship barriers included doing different activities that

kept her mind engaged, reading books that she enjoyed, listing things that she wanted to share with her boyfriend when they get the opportunity to talk to each other, seeking advice from others who were going through the same thing as her, sending gifts to her boyfriend, and being transparent when they communicated with each other. Kristina's outcomes after applying the growth mindset techniques were that she became a better communicator and problem-solver regarding her relationship issues.

Health Goal

Kristina's health goal is to exercise at least 3 days a week for 30 minutes. She said that she wanted to start exercising again to stay healthy as a preventive health measure. She also reported that there are many health issues within her family, and she did not want to deal with health issues when she gets older.

Survey Results

Health Barriers. In the survey, for RQ #1, Kristina's health barriers were her lack of time and motivation. She stated, "Finding time and motivation to work out is difficult because I recently started school again, so my schedule is full."

Fixed and Growth Mindsets. For RQ #2, Kristina's health barrier influenced her to develop a fixed mindset belief that she could not find the time to work out and achieve her health goal. After she shifted to a growth mindset orientation, Kristina reported that she can achieve her health goal by learning to increase her creativity and breaking down her workouts into smaller exercise commitments (see Table 27).

Table 27*Kristina's Shifting From a Fixed to a Growth Mindsets for Her Health Goal*

Fixed Mindset	Growth Mindset
“I’m worried I won’t be able to find time to work out.”	“I will try to wake up earlier to fulfill my goal of working out at least 3 times a week.”
“I might not have the motivation to work out after a long workday.”	“I can break up the 30 minutes of exercise a day into smaller increments of 10 minutes and exercise when I take study breaks.”

Use of Growth Mindset Techniques. Kristina watched YouTube videos that helped her achieve her health goal. She stated,

I like watching YouTube videos of people doing workout challenges because they motivate me, so I will be doing that before I work out. I’m also going to watch videos of Chloe Ting’s workout challenges to help me with a workout plan.

She also used the goal setting technique to help plan her week. She stated, “I plan my week every Sunday. I will set aside time in my planner dedicated to working out at least 3 days a week.”

She supported herself and helped maintain a growth mindset perspective that helped her continue to work toward achieving her health goal, when she created the following action steps:

1. Put workout time in the planner.
2. Workout in the morning to get it out of the way earlier in the day.
3. Listen to upbeat music to feel pumped for the workout.
4. Track progress and measure myself every week so that I can see results and feel motivated to continue.
5. Watch YouTube videos from Chloe Ting to help with a workout plan.

Interview Results

Health Barriers. During the interview, when asked about RQ #1, Kristina reported that her lack of motivation was one of her health barriers. She stated, “It is tough to adjust to the

school schedule and find time in between to work out.” Her second health barrier was environmental. She stated, “Since the weather’s getting colder, it is a lot harder to get out of bed to work out when it is super freezing.”

Use of Growth Mindset Techniques. During the interview, when asked about RQ #2, the first technique Kristina used to overcome her barriers and help work toward achieving her health goal was goal setting to help her plan. She expressed that she feels better and more motivated when things are broken down on paper. She stated, “I have a planner, and I usually plan things every Sunday for the next week, such as when to do my homework, read, classes, and work out.” She also expressed that she would gain motivation when she can check things off from a to-do list. The second technique she used to increase her motivation to exercise was support from friends. She stated, “We keep each other accountable by sharing our progress.” She mentioned that she feels motivated to exercise when she has to check in with her friend because they share their progress by the end of the day. She stated, “We can both share what we’ve done, and tips and tricks from the different peoples that we watch on YouTube because that is where we both watched different workout videos and stuff.” Kristina also reported that she feels that she is learning something new every time she gets to share her process with her friend.

Outcomes

Kristina exercised every other day during the study. She learned new knowledge and skills to motivate herself to exercise more often.

Health Goal Summary

Kristina’s health goal is to exercise at least three times per week for 30 minutes. Her health barriers included not having enough time to exercise due to schoolwork, and the cold weather made it difficult for her to want to exercise. The growth mindset techniques she used to

overcome her health barriers were watching YouTube videos to find exercise suggestions, goal setting to help her plan her weekly sessions that determined when she would exercise, seeking support from a friend to keep Kristina accountable for her exercise routine, and learning from her friend. Kristina's outcomes after applying the growth mindset techniques were developing a routine and exercising every other day, and she learned new knowledge that will help her improve her health.

Summary

Kristina was a 22-year-old Vietnamese female living in Sacramento, California. She lived with her parents, attended school, and was not working during the study. Her career goal is to become a Board-Certified Behavior Analyst at the doctoral level. Her career barriers were her lack of motivation and experience, and she had financial concerns about paying for her education. The technique she used to overcome her barriers and help her work toward achieving her career goal was seeking out support from her family, friends, and college advisor. Kristina received the following outcomes from applying the techniques: increased self-confidence; decreased worry, anxiety, and stress; and she applied to enter a master's degree program.

Kristina's relationship goal is to improve her relationship with her boyfriend. Her relationship barriers were the long distance between them and time differences. She used the techniques of goal setting to plan her activities, listing conversation topics to discuss with her boyfriend, using transparent communication when they had chances to talk to each other, reading books, and sending gifts to her boyfriend. The relationship outcomes she gained from applying the techniques were maintaining trust and learning how to manage her emotions better when her boyfriend was away.

Kristina's health goal is to exercise 3 days per week for 30 minutes to improve her health. Her health barriers were her lack of motivation due to school and freezing weather. She watched YouTube videos to get ideas that helped her plan her exercise routine and gained motivation from them. She also used the technique of gaining support from a friend who became her workout buddy; this motivated and encouraged her, and they learned from each other. Kristina's health outcome was increased knowledge and skills about her health that increased her motivation to exercise every other day.

Participant 9: Leyna

Leyna was a 24-year-old Vietnamese female living in San Jose, California. She lived with a roommate, attended school, and worked part-time during the study. Her career goal is to become a Certified General Appraiser (CGA). Her relationship goal is to cultivate a healthy relationship with her support system, and her health goals are to become physically strong and feel more energized. The findings from the surveys and interviews provide an in-depth analysis of Leyna's career, relationship, and health goals; the barriers she identified; her fixed and growth mindsets; the techniques she used; and her outcomes.

Career Goal

Leyna's career goal is to become a CGA. She shared that she always wanted to become a businesswoman growing up. She also realized that she had a big interest in real estate when she worked in a retail position relating to health care taxation. She enjoyed the financial and data analytics related to real estate.

Survey Results

Career Barriers. In the survey, for RQ #1: “Which barriers are influencing the mindsets of Asian American young adults in not achieving their career, relationship, and health goals?”

Leyna’s career barriers were time management and stress.

Fixed and Growth Mindsets. For RQ #2: “How are Asian American young adults shifting their perspectives from a fixed to a growth orientation to help them reach self-actualization?” Leyna’s barrier of time management influenced her to develop the fixed mindset belief that she would not be able to manage her time successfully and achieve her career goal. To help her shift to a growth mindset orientation, she prioritized and set up reminders that helped her believe she can achieve her career goal. Her career barrier of feeling stressed influenced her to develop the fixed mindset of avoidance because she does not want to deal with her situation. To help Leyna shift from a fixed to a growth mindset, she dedicated time to creating a better work/life balance routine that would help her achieve her career goal (see Table 28).

Table 28

Leyna’s Shifting From a Fixed to a Growth Mindsets for Her Career Goal

Fixed Mindset	Growth Mindset
“I am horrible with managing my time so I will continue to struggle with time management.”	“I will dedicate 2 hours on Sunday every week to create an agenda and set up reminders to better manage my day-to-day tasks.”
“I don’t know why I’m stressing, and I don’t want to deal with it.”	“I will work on creating a better work/life balance routine to help better manage my stress throughout the workweek.”

Use of Growth Mindset Techniques. Leyna sought out leaders as a technique to help her achieve her career goal. She stated, “I will research and reach out to leaders and mentors

from my university and network to learn new practices or methods that can help my time management skills.” Other techniques she used to help her overcome her career barriers were learning how to meditate, minimizing tasks, watching YouTube videos, and listening to audiobooks and podcasts to help her with her time management.

Leyna supported herself and helped maintain her growth mindset and continued working to achieve her career goal when she created the following action steps:

1. Gain 3,000 hours of acceptable appraisal experience in no less than 18 months.
2. Gain a minimum of 1,500 hours of the required experience that must be in non-residential appraisal work.
3. Have a bachelor’s degree or higher.

Interview Results

Career Barriers. During the interview, when asked about RQ #1, Leyna reported that a lack of mentorship prevented her from achieving her career goal. She stated, “It’s not simple to have others take you on as a trainee, especially the appraising world.” She expressed that she was not sure if she was doing the right things or going in the right direction to become successful without a mentor’s guidance. She stated, “Going out there and applying it without having someone to guide me is a huge, huge barrier.” As a result, she reported that her career had been on hold for half a year before she started working on it. Leyna’s second career barrier was her experience of rejection. She stated, “It was hard and very disappointing to be rejected. It has stopped my advancement to getting into the industry.” Her fear of rejection also influenced her to develop the fixed mindset of believing that she is not outstanding enough. The barrier influenced her to create the following fixed mindset statements:

- “No one will respond to you, even if you were to reach out because you don’t have the experience.”
- “There’s nothing special about me. What is the point anyway?”

- “You’re not wanted, you’re not eligible, you’re just not there, and you’re not enough.”

She expressed that those fixed statements affected her to feel stuck from moving forward successfully. The feeling of getting rejected in the past took over sometimes and felt overbearing for her.

Another career barrier this participant expressed was her lack of direction due to not knowing how to reach out to mentors in her field. She stated, “I want to reach out, but not knowing how to reach out to people in an acceptable or professional manner is also one of my barriers.”

Use of Growth Mindset Techniques. During the interview, when asked about RQ #2, Leyna used the technique of positive self-talk to overcome her fixed mindset statements and barriers. She stated, “If I don’t try. I will never know. I should at least try something.” She also created positive reminders to help her feel better about her situation. She said, “I remind myself to be assertive to other people. I remind myself that everything is very uncertain this year, and people have to find their way through. I remind myself to be a bit nicer to myself.” Another technique she used was seeking out her friends’ support to help her manage her fear of rejection. She stated, “I would just call a friend and tell them I am not feeling too great, and I would ask them to help me get into a more positive mindset.” The third technique she used was goal setting by setting and taking small action steps that increased her self-confidence and made it easier for her to reach out to others. She stated, “I would gather some basic questions and try to make small talks or send out to several people, hoping they would respond.” She also reported that she took little steps to achieve where she needs to be and be toward self-guidance when things are uncertain because it is hard for her to find guidance.

The last technique Leyna used to help her work toward achieving her career goal was using a different form of networking. For instance, to help her get noticed more in the business world, she used various social media platforms to promote herself and her career and to find jobs. She stated, “I would go on to Craigslist, Indeed, and Glass Door, and I upload my resume and read the job descriptions of whatever job I am applying for.” She also used LinkedIn to help her learn and to reach more people. She stated, “I do a bit of research to see who is the hiring manager would be through LinkedIn.” Leyna expressed that using LinkedIn has helped her to be well informed about the company. And then, she would send the company a direct message or instant message to start a conversation. Email was another form of communication she used to send messages to potential employers. She stated, “I prefer to email because I think that is a more formal way.” The last form of communication Leyna used was cold calling potential employers or clients to help her achieve her career goal. She stated, “Sometimes I would even cold call like numbers shown on like public records to ask questions and just let them know that I exist.”

To help her succeed on different social media platforms, she created a script for each website, separated everything, and set the tone for each situation. She stated, “I have a script for many things to make my life easier. I think there are different purposes for different social media platforms.”

Outcomes

Leyna is on track to work toward the 3,000 hours of appraisal experience she required and on track to fulfill the 1,500 hours of non-residential work she needed to achieve her career goal. She was also on target to gain her bachelor’s degree in the fall of 2021. She created realistic action steps, and she devised a process so she feels confident that she can take those steps to

achieve her career goal. She developed a system and sets reminders that help her manage her negative emotions more effectively. She shared that even though the process might take a lot of time, she feels it is an excellent method and helps work toward achieving her career goal. The outcome she gained was developing the growth mindset belief that rejection is a positive thing. She said, “Rejection is just another way to open up different opportunities.”

Career Goal Summary

Leyna’s career goal is to become a CGA. Her career barriers included time management, as she felt she could not get all her work done successfully. She felt stress due to the many things she had to do, and identified that she lacked mentorship and did not know the right direction to take in her professional career world. She had been influenced by negative past experiences and being rejected. The growth mindset techniques Leyna used included seeking out leaders in her field to ask for guidance, practicing meditation, applying positive self-talk, watching YouTube videos and listening to podcasts to stay positive, obtaining support from friends, goal setting to develop and take small steps, and using networking platforms to reach out to others. Leyna’s outcomes after applying the growth mindset techniques were getting on track to fulfill the 3,000 hours she needed to meet the requirement to become a CGA. She created realistic action steps, developed a system to help her manage her emotions, and learned to have a more positive mindset when she faces challenges.

Relationship Goal

Leyna’s relationship goal is to cultivate a healthy relationship with her support system, including her family, friends, and coworkers. She explained that she does not communicate as much or well as she would like with her support system; it had caused a lot of misunderstandings, so she wanted to improve that.

Survey Results

Relationship Barriers. In the survey, for RQ #1, Leyna expressed that her lack of communication was a barrier that prevented her from achieving her relationship goal. She stated, “I have a hard time opening up and sharing with others about myself.” The second barrier that prevented her from achieving her relationship goal was conflicts between school and work. She stated, “I tend not to be very communicative, especially when my time is mainly spent on school and work life.”

Fixed and Growth Mindsets. For RQ #2, Leyna’s relationship barriers influenced her to develop the fixed mindset belief that due to her lack of communication and trouble opening up, she cannot achieve her relationship goal. To support her shift from a fixed to a growth mindset orientation, Leyna stated that she would use the method of effort to create the belief that the more effort she puts into communicating with her support system, the faster she can achieve her relationship goal (see Table 29).

Table 29

Leyna’s Shifting From a Fixed to a Growth Mindsets for Her Relationship Goal

Fixed Mindset	Growth Mindset
“I don’t have the time to reach out to my friends and family.”	“I should check in on how my friends and family are doing more frequently, which will help me build a stronger relationship with them.”

Use of Growth Mindset Techniques. Leyna used therapy to help her overcome her barriers and help her achieve her relationship goal. She stated, “I am going through therapy currently to help with my communication skills.” She also reads books and listens to podcasts to help her achieve her relationship goal. She stated, “I often read books and listen to podcasts.”

To support herself and help maintain a growth mindset perspective that would help her achieve her relationship goal, Leyna created the following action steps:

1. Talk to friends about their experiences in seeking out therapy.
2. Research the different therapy options.
3. Sign up for therapy.

Interview Results

Relationship Barriers. During the interview, when asked about RQ #1, Leyna mentioned that her barrier of a lack of communication prevented her from achieving her relationship goal. She stated, “I don’t communicate consistently because I was raised in a household where we do not share our feelings or the things that trouble us. There is a lot of neglect when it comes to emotional intelligence.” Another barrier Leyna reported that prevented her from achieving her relationship goal was having expectations of others. She said that she expects others to know how she is feeling when she is having a bad day. She stated, “Doesn’t people know that I’m having a bad day? Why would they ask this of me, how dare they, so inconsiderate?” She also expected others to give her the same energy and time as she would for others. She stated, “If I spend or invest a lot of time into someone and they don’t return the same reciprocation, they are not a good friend, or they are not being good to me.” As a result, she became reluctant to interact with that person and did not want to engage with others anymore.

The third barrier that prevented Leyna from achieving her relationship goal was not being there enough for others when they needed her. She often disregarded or did not want to understand the situation to help others. She explained: “When I feel overwhelmed, anxious, or do not understand the situation, I would just put to the side and disregard it a little bit. I don’t want to be there for them when they need me.” Leyna’s last relationship barrier was being afraid of

judgment. She stated, “I do not want to share about my life experiences because I am scared of being judged.”

Use of Growth Mindset Techniques. During the interview, when asked about RQ #2, the first technique Leyna used to overcome her barrier and help her achieve her relationship goal was to increase her communication with her family, friends, and coworkers so she could understand them better. She stated,

I will ask them if they have the time to talk to me to clarify things, and I will do that much more frequently. So that way, we can trust one another. Also letting people know that I am an introvert.

She also used the technique of self-reflection to help her overcome her barriers. For instance, she reflected on why she might get angry. Leyna explained, “I take some time to myself to understand why I am, or the other person is upset. I self-reflect on why I am so troubled or like what happened that made me feel so triggered.” She also began taking more time to think through what she wanted to say before she communicated with others so they could have a better understanding of her. She said, “I take some time to work things through properly before sharing them. So that way, there is not much room for misunderstandings when I share.”

The third technique Leyna used was to choose to have an open mindset not to be afraid to share her concerns with her support system. She stated, “They are my support system for a reason. If they are not supportive, then they are not my support system. So, it pushes me not to feel reluctant to reach out to share.” She also expressed that communicating more with her support system would help her better understand who belongs in her support system. She said, “People who are not supportive of me will help me identify who could be a part of my support system.” For instance, she mentioned that the people who she can feel comfortable sharing with, who are not going to judge her or take things and twist them into a whole different meaning, would be a better fit for her support system.

Leyna also listens to podcasts and engages in tarot card readings to help her achieve her relationship goal. She stated, “I would listen to podcasts or tarot card readings because they help me not be angry anymore about the situation and help me view and be aware of the different perspectives from the same situation.” The fifth technique she used was writing. She stated, “If I’m extremely pissed about the situation, I will write it out. Writing things out helps show me where I am being unreasonable.” Canvassing is the sixth technique she used to overcome her barriers. Leyna stated, “It helps me not to think about the situation as much and focus more on how I’m feeling. So, I like to paint on one little four by four qubit canvas.” The seventh technique Leyna used was talking to her friends. She stated, “I would set a time where I can call two of my friends simultaneously, and they would just listen to me and catch up.” Leyna also reported that she went on hikes to help her overcome her barriers and help her achieve her relationship goal. She stated, “Whenever I want to talk about my feelings, sometimes I would hike with my friends. I have also been doing more hikes lately by myself to think about situations.” The last technique Leyna used to achieve her relationship goal was social eating. She stated, “Sometimes I like to talk and share with my coworkers while having lunch together or get boba with my family. I think it makes things better for me. It is very comforting.”

Outcomes

Leyna’s first outcome was she developed a better relationship with herself. She also learned to communicate better and more often with her family and friends. Lastly, she set and communicated clearer intentions with her support system members.

Relationship Goal Summary

Leyna’s relationship goal is to cultivate a healthy relationship with her support system. Her relationship barriers included a lack of communication with her support system, school and

work conflicts that did not give her enough time to build relationships, and expectations that others would be there for her when she wanted them. But she was not always willing to support the members of her support system, and Leyna was afraid of judgment if she shared her concerns and situations. The growth mindset techniques she used to overcome her relationship barriers were seeking therapy, self-reflection, thinking about other matters, communicating more often, and being more open during communications with her support system. She also read books, listened to podcasts, wrote, painted, hiked, ate with friends and coworkers, and talked to her friends to help her improve her relationships with her support system. Leyna's outcomes from applying the growth mindset techniques were building a better relationship with herself, setting clear intentions, and better communications with her support system.

Health Goal

Leyna's health goals are to become physically strong and feel more energized. She wants to consume more whole foods and varying food groups, engage in positive self-affirmations, and find simplicity in complex situations. She said that if she becomes physically stronger, her mental and spiritual health will improve. She stated, "If my body is hurting or if I am aching, then I cannot sleep well, and then my mental and spiritual capacities also weaken if my body is not feeling great."

Survey Results

Health Barriers. In the survey, for RQ #1, Leyna's health barriers were her lack of motivation to incorporate more fitness practices into her life. She stated, "It has been hard to motivate myself to get into yoga practices since I have not been proactive with prioritizing that." Her second barrier was her frustration. She stated, "My biggest frustration is to find the time to reset, so I am just pushing through with what I can at the moment." She also reported that her

lack of exercise had caused more health problems such as sleeping problems, back pain, and unhealthy food cravings such as sweets and carbohydrates.

Fixed and Growth Mindsets. For RQ #2, Leyna’s barriers influenced her to develop the fixed mindset belief that she would become fat and unhealthy, and that would prevent her from achieving her health goal. To help her shift from a fixed to a growth mindset, she created the belief that by investing more effort in putting together a fitness routine that she can enjoy, she can achieve her health goal (see Table 30).

Table 30

Leyna’s Shifting From a Fixed to a Growth Mindset for Her Health Goal

Fixed Mindset	Growth Mindset
“I will become fat and unhealthy if I continue to function in this manner. It is hard to motivate myself to get back into the routine of self-care and prioritizing health.”	“I will work on slowly becoming familiar with a routine that I can enjoy and be consistent with to help with my overall health.”

Use of Growth Mindset Techniques. Leyna used therapy to help her overcome her barriers and work toward achieving her health goals. “I am talking to my therapist about my mindset and outlook on what I am struggling with or when I am not feeling particularly positive about my life experiences.” She also used the technique of positive self-talk to remind herself to stay positive to help overcome her health barrier. She stated, “I remind myself that I need to remain positive even when things become tough.” For instance, she reported that she would step away from stressful situations and cool down to reflect on better options and ways to approach the issue at hand.

This participant supported herself, helped maintain a growth mindset, and continued working to achieve her health goal when she created the following action steps:

1. Not consume more than 30% carbohydrates from my overall macros.
2. Yoga 3 times a week 25-minute sessions.
3. One hike a week for 1–2 hours.
4. Track caloric intake on the MyFitnessPal app more often.
5. Mental health accountability with my commitment towards therapy sessions.
6. Listening to more Buddhist teaching audiobooks before bedtime to expand my perspective on outlook.

Interview Results

Health Barriers. During the interview, when asked about RQ #1, Leyna reported that one of her health barriers was her work schedule. She stated, “It is really hard for me to maintain a fitness routine when things get busy for me at work. Sometimes I would rather eat and sleep than working out.” She also expressed that she would rather work to earn more money than take the time to take care of her health. She stated, “Sometimes I sacrifice sleep to work a little more because I need the money.” Another health barrier she identified was her lack of ability to build and maintain muscle. She stated, “When I lose my muscle, I have horrible posture, my back hurts, and I cannot sleep well. It messes me up completely. If I do not sleep well, then my day is bad.”

The fourth health barrier this participant shared was her mattress, which she referred to as a bed frame. She stated, “I do not like my old bed frame because it does not give me good support. So, when I sleep, I would curl my back because it is not firm. When I wake up, my back hurts.” When she experienced pain after waking up from sleeping, it influenced her to develop a fixed mindset belief that her day would not be successful. She stated, “When my back hurts, it is one of the things that put me in the most fixed mindset that my day cannot be better because my back hurts.”

Leyna also expressed that her mindset was a barrier to achieving her health goal. She stated,

I keep thinking that I have to lift 25 pounds or train like an athlete to have a good workout. I stressed and completely psyched myself out by the thought of having to do an intense workout. When I think about working out. I'm just like, "Oh my god."

She reported that the experience that influenced her to develop that negative mindset happened when she was a part of a sports team. While training for her team sport, she had to do intensive workouts to become successful. She stated, "When I think about working out. I keep thinking back to that time. That is my initial definition of what working out is." However, she stated that now that she is not a part of the team sport anymore and is getting older, working out intensively is not as necessary anymore. Still, she has not been able to make the mindset shift successfully yet. She stated:

I know that working out for just 15 minutes of yoga is okay, and it will improve my health, but I do not register that as a beneficial workout. I keep having a false misconception for myself that I need to work out intensely.

Leyna's sixth health barrier was lack of gym access. She expressed that it decreases her motivation to exercise when she cannot go to the gym. She stated, "I cannot go to the gym during the pandemic, and I used to go every day." She expressed that going to the gym is one of her escapes to take classes, socialize with other people, and then go into the sauna. Gym activities help her to feel good and motivated to want to go to the gym and workout. Leyna's last health barrier was lacking money to enroll in fitness programs. She stated, "I joined the Obe Fitness before to do the classes, but I stopped doing it. It got expensive. I just wish that it was not so expensive."

Use of Growth Mindset Techniques. During the interview, when asked about RQ #2, Leyna reported that if she could improve her sleep quality, it would help her achieve her health goal. Therefore, she used a variety of techniques to help her sleep better. The first technique she

used to improve her sleep quality was sleeping on the ground instead of on the bed. She stated, “Sleeping on the ground makes me feel better. I got rid of my bed frame, and I put my bed on the ground.” Leyna also used the method of tracking to improve her sleeping habit. She explained, “I track my sleep by using my FitBit.” Leyna also mentioned that she pays for the premium subscription because it will track her sleep and heart rate. It tells her when she is in deep sleep or REM sleep and awake throughout the night. She also shared that understanding how her sleep quality affected her helps her and reduces her number of bad days. She stated, “I do not have to wonder why I am having a bad day. Some days I would have bad days because I did not sleep well.” She also listened to podcasts on YouTube. She stated, “I play rain noises or relaxing noises. Sometimes I put on the background with these like frequency waves.”

Another strategy Leyna used to improve her sleeping quality was exercise. She did a variety of exercises, including stretching. She stated, “I would do some stretches before nighttime to crack my body before I go to sleep.” She reported that she did not stretch much growing up, which she believes might developed her body problems and pains. Therefore, she often reminds herself to stretch because it is good for her. Another type of exercise she practiced was yoga. She also developed the belief that yoga is an intensive workout, and that helped her feel good that she was fulfilling her intensive workout requirement belief. She stated, “I do yoga. I remind myself yoga is not easy because yoga is like stretching, and I hate stretching when I think about yoga. Yoga is intensive; it is not like I could go into a split easily.” Leyna also reported that she chose yoga because it is accessible. She stated, “I choose yoga because I do not need any equipment. I just put my yoga mat out, watch my yoga video and follow along.” The final form of workout activity she did was hiking. She stated, “I like hiking a lot more. After I hike, it is just very intense, it helps.”

Leyna also practiced developing the supporting belief that doing a short workout is good enough to help her achieve her health goal. She stated, “I remind myself that it will be okay just 15 minutes out of the day. It will not take a toll of my energy from me.” The last technique Leyna used to overcome her barriers and help her achieve her health goal was seeking support from friends. She stated, “I also stretch with my roommates. It feels more fun to do that.”

Outcomes

Leyna kept track of her caloric intake through her MyFitnessPal and Fitbit apps. She stretched at work and at home for at least 15 minutes, two nights per week, when she set reminders on her phone. She believes she has gained flexibility and reduced her back pain through stretching and doing yoga. She went on hikes once per week. She said she felt more relaxed afterward and viewed difficult situations with a more positive outlook. Lastly, Leyna’s sleep quality improved, and that helped her manage her back pain, blood pressure, and sweets cravings.

Health Goal Summary

Leyna’s health goals are to become physically strong and feel more energized. Her health barriers included: difficulty incorporating fitness into her lifestyle, lacking the ability to build and maintain muscle, the COVID-19 pandemic measures kept her from going to the gym, she lacked money to enroll in fitness programs, her work schedule, sometimes she would work instead of exercising, and she had a negative mindset toward exercising. The growth mindset techniques Leyna used were she sought therapy and used positive self-talk to stay positive. To improve her sleeping quality and decrease health problems, she began sleeping on the floor, listened to podcasts, watched YouTube channels, stretched, did yoga, and hiked. She also shifted to a more positive mindset and chose to believe that she does not need to do an intensive activity

to improve her fitness level; instead, 15 minutes of yoga would help improve her health. She also sought support from friends to help her achieve her health goals. Leyna's outcomes from applying the growth mindset techniques were feeling more relaxed, sleeping better, keeping track of her caloric intake, and exercising regularly after she set reminders to stretch 15 minutes, two times per week, and hike once a week.

Summary

Leyna was a 24-year-old Vietnamese female living in San Jose, California. She lives with a roommate, attended school, and worked part-time during the study. Her career goal is to become a CGA. Her career barriers were time management, stress, lack of mentorship, and fear of rejection. The techniques she used to help her overcome her career barriers were seeking support from friends, family, and coworkers; meditating and watching YouTube videos to help decrease her stress; using positive self-talk to remind herself that she can become successful; goal setting to break down and take more small, achievable action steps; and using different social media platforms to reach out and communicate with others to help her achieve her career goal. The outcomes she received were increased self-confidence, believing that she can continue to fulfill the hours of work needed and become certified, and thus graduate with a bachelor's degree, and achieve her career goal; she created a system that helped her reach out and communicate with others more effectively; and she fulfilled more internship hours to get closer to achieving her career goal.

Leyna's relationship goal is to cultivate healthy relationships with her support system, including her family, friends, and coworkers. She reported that her relationship barriers were lack of communication, school and work imbalances, having unfulfilled expectations for herself and others, not being there for others, her fear of being judged, and an unsupportive mindset. The

techniques she used to overcome her barriers and help her work toward achieving her relationship goals were seeking therapy, reading books, listening to podcasts, increasing communications with others, self-reflection, writing, printing, hiking, calling friends, and eating with friends and coworkers. The outcomes Leyna received were gaining a better understanding of herself through therapy, learning better ways to communicate with others, and being able to set clear intentions with others.

Leyna's health goals are to become strong and feel more energized. Her health barriers were lack of motivation, poor sleep quality that led to other health problems such as back pain and unhealthy eating, her work schedule, lack of money, her unsupportive mindset, and a lack of the gym access. The techniques she used to help her overcome her health barriers and work toward achieving her health goals were: seeking therapy; applying positive self-talk; changing her sleeping conditions; tracking her sleeping patterns; listening to podcasts; engaging in different forms of exercise such as stretching, doing yoga, and hiking; and shifting to a more supportive mindset. The outcomes Leyna gained from applying the techniques were: she better understood and monitored her caloric and sleeping habits, kept to her stretching routine and stretched two times weekly, increased her flexibility, reduced her back pain, felt more relaxed, experienced positive moods more frequently, and managed her craving for sweets better.

Summary of Group Findings

The group findings report three types of goals among the nine participants: career, relationship, and health. Within each type of goal, the findings reveal the significant themes of barriers, fixed and growth mindsets, and growth mindset techniques used among the participants, including both general and specific findings of the data. For the purpose of this study, a

significant finding is defined as at least three or more participants who encounter a similar experience.

Group Finding on Career Goals

The nine participants' career goals are very different. No two participants are in the same related field (see Table 31).

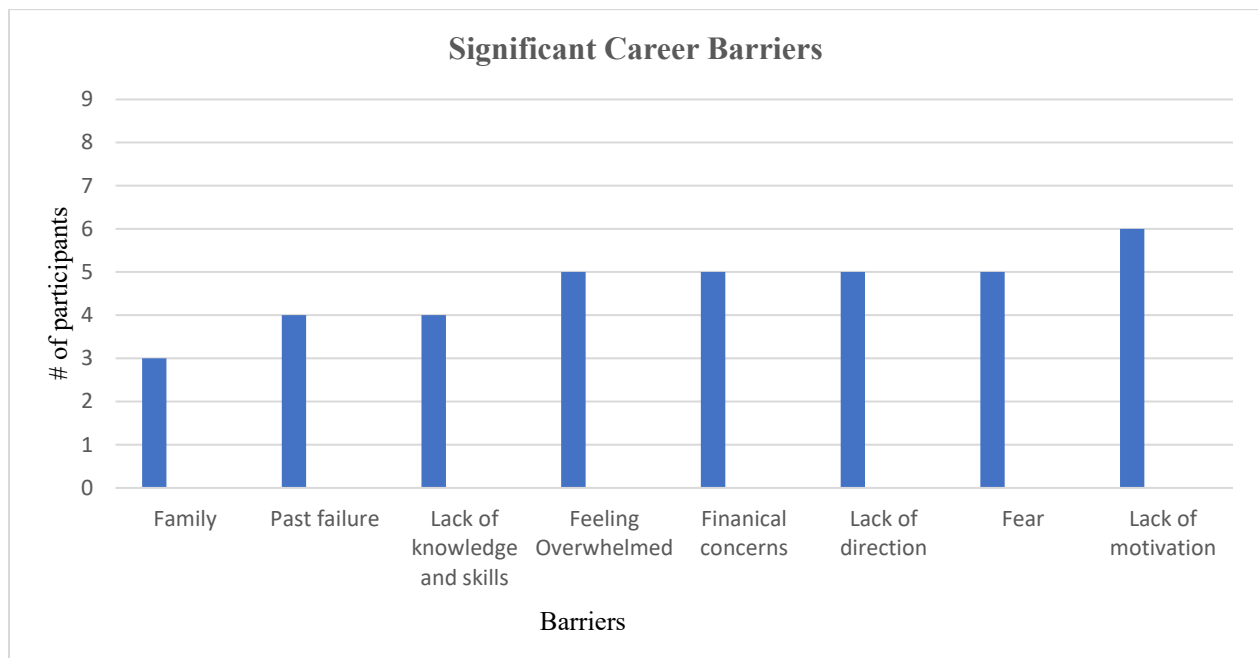
Table 31

Career Goals by Job Titles

Participants	Career Goals by Job Titles
Henry	Army Officer
Laura	Graphic Designer
Rosemary	Dancer, Dance Writer
Amy	Undecided
Chris	California Highway Patrol (CHP) Officer
Mary	World Language Teacher, Vietnamese
Helen	Physician Assistant (PA)
Kristina	Board Certified Behavior Analyst (BCBA)
Leyna	Certified General Appraiser (CGA)

Career Barriers

Eight significant career barriers emerged among the nine participants as they tried to achieve their career goals. These significant barriers are family, past failures, lack of knowledge and skills, feeling overwhelmed, financial concerns, lack of direction, fear, and lack of motivation (see Figure 1). Also see Tables 32 – 39 for the specific findings related to the career barriers.

Figure 1*Significant Career Barriers (3 or More Participants)***Table 32***Family Barrier for Career Goals*

Participants	Example Quotes
Henry	“My family expect me to make a six-figure income a year and become a doctor, or something like that.”
Chris	“My parents think that criminal justice is a dangerous career and want me to change career.”
Mary	“I will not be successful because my parents would not be able to support me entirely with financial and emotional.”

Table 33*Past Failure Barrier for Career Goals*

Participants	Example Quotes
Henry	“My past mistakes and failures might come back and haunt me.”
Amy	“I struggle with deadlines in the past. Whenever I fail to meet those deadlines, it is very humiliating and frustrating for me because I know that I have that problem.”
Helen	“I have a bunch of experience before where I take risks, and I fail.”
Leyna	“I think my fears of being rejected. It was pretty hard. It was also very disappointing to be rejected.”

Table 34*Knowledge and Skills Barrier for Career Goals*

Participants	Example Quotes
Laura	“My barrier is my lack of experience and skill with graphic design.”
Rosemary	“I need to build my skills as a writer, performer, and organizer.”
Amy	“Not understanding how to enroll in college.”
Kristina	“I am very worried about not having enough experience. I cannot get myself out there because I only worked in behavior therapy for about a year and a half before I got laid off and right now it’s really hard to find a job during the pandemic.”

Table 35*Overwhelming Barrier for Career Goals*

Participants	Example Quotes
Amy	“I am overwhelmed and had a fear that if I go into a major and I will not be able to change it later.”
Helen	“I think I am overwhelmed and worried about my career because it’s going to be something I’m going to do for a lifetime.”
Chris	“Sometimes I lose interest because there is a lot of work that is needed to be done and I do not have the right understanding and mindset to do it correctly. When there is too much work, I tend to lose confidence and interest in it.”
Mary	“I overwhelm myself with taking on more responsibility when I’m not done with one single subject. I have also been going to school a lot and just trying to figure out my path.”
Leyna	“There is so much that is required and it takes so much time that I have to take into consideration of, like the studying.”

Table 36*Financial Concern Barrier for Career Goals*

Participants	Example Quotes
Laura	“I did not have a stable source of income to purchase programs I would need to further my journey in graphic design.”
Kara	“I have fear that I will suffer from not being financially secure.”
Mary	“I will not be successful because my parents would not be able to support me entirely with financial. I’m also afraid that I’m getting myself into debt.”
Helen	“I don’t have money to even go to a PA program. The living expenses and stuff.”
Kristina	“I would have to get a master’s and then a PhD and those programs are going to cost a lot of money.”

Table 37*Lack of Direction Barrier for Career Goals*

Participants	Example Quotes
Rosemary	“I have fear that I’m not good enough to forgo my own path without a clear vision of what exactly I will do.”
Amy	“I do not understand how to apply and enroll in college. I am stuck on figuring out my major. I have been really unsure of what I want to do with my future.”
Chris	“Not knowing where to start with the field because there are so many different majors and fields out there, and that is why I am undeclared a lot.”
Helen	“I lack the knowledge of what to do next after taking the pre-requirements for becoming a PA. I didn’t know what occupation to go in.”
Leyna	“Having to go out there and apply it without having someone to guide me was a huge, huge barrier, because I didn’t know if I’m doing something right.”

Table 38*Fear for Career Goals*

Participants	Example Quotes
Rosemary	“I have fear that I’m not good enough to forgo my own path without a clear vision of what exactly I will do.”
Amy	“The fear of the complexity of the enrollment process and not understanding how to enroll in college and fear of being too late to apply for summer classes.”
Mary	“I’m afraid that I will get myself into debt to find a job in that career. That kind of negative thinking tends to pull me back from being firmer on just taking Vietnamese myself.”
Kristina	“I’m very worried about not having enough experience because I only worked in behavior therapy for about a year and a half before getting laid off.”
Leyna	“It was hard and very disappointing to be rejected. It has stopped my advancement to getting into the industry.”

Table 39*Lack of Motivation Barrier for Career Goals*

Participants	Example Quotes
Laura	“It is just difficult to keep up. There are more setbacks than I would have thought.”
Rosemary	“I’ve been losing motivation because I see larger problems in the world and things like the pandemic, anti-black racism, and environmental injustice that feel more urgent and cannot be addressed through art and writing alone.”
Amy	“When it came to approaching the registration for college, I feel unmotivated.”
Chris	“Sometimes I lose interest because there is a lot of work that is needed to be done and I do not have the right understanding and mindset to do it correctly. When there is too much work, I tend to lose confidence and interest in it.”
Kristina	“I struggle to find the motivation to keep going during a pandemic and finding the motivation to do well in the program.”
Leyna	“I think I am really hard on myself. So, I would feel more anxious more than anything, and I think that puts me in a mindset where what’s the point anymore and I feel very demotivated.”

Fixed and Growth Mindsets

There are three significant fixed mindset themes and four growth mindset themes that emerged from the participants’ career barriers. The significant themes that created the fixed mindset are self-doubt, financial concerns, and lack of knowledge. The significant themes that

supported the participants in shifting from a fixed to a growth mindset are others' support, effort, learning, and self-determination (see Figure 2). Also see Tables 40 – 42 for the specific findings of the fixed mindset themes.

Figure 2

Significant Fixed Mindset Themes for Career Goals

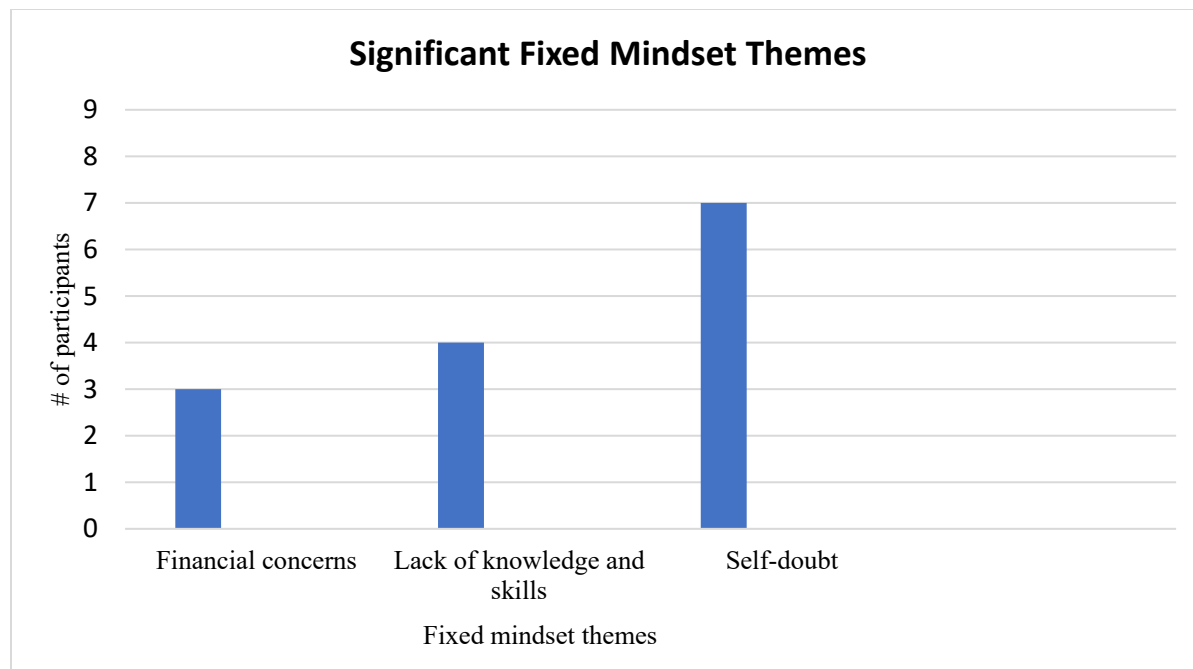


Table 40

Financial Concerns for Fixed Mindset Career Goals

Participants	Example of a Fixed Mindset
Rosemary	“I will suffer from not being financially secure.”
Helen	“I will not become successful because I don’t have money to even go to a PA program, and the PA programs are so far – maybe I should choose something else.”
Kristina	“It’s going to be very expensive to continue higher education.”

Table 41*Lack of Knowledge and Skills Fixed Mindset for Career Goals*

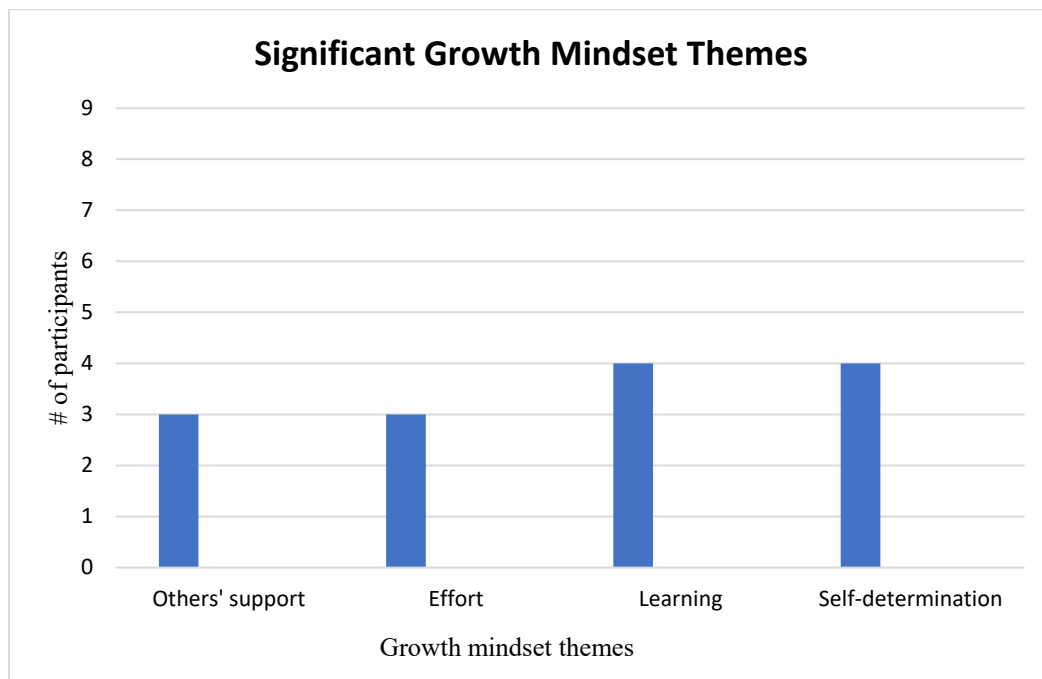
Participants	Example of a Fixed Mindset
Laura	“I won’t become successful because I do not have the skills to become more familiar in graphic design.”
Rosemary	“My skills will always be at this level; there is nothing I can do to change my abilities.”
Helen	“I lack the knowledge of what to do next after taking the pre-requirements for becoming a PA, so I am going to stop with what I’m doing.”
Leyna	“I am horrible with managing my time, so I will continue to struggle with time management.”

Table 42*Self-Doubt Fixed Mindset for Career Goals*

Participants	Example of a Fixed Mindset
Henry	“I can’t do it.”
Rosemary	“I’m not good enough to forgo my own path without a clear vision of what exactly I will do. I will never be good enough to write or perform as part of my career. I do not have anything valuable to offer.”
Amy	“I cannot achieve independence in life because I do not understand how to apply and enroll in college.”
Chris	“Sometimes I question myself, because my family is afraid that my career is a dangerous job and they want me to do something else that is safer.”
Mary	“I will not be successful because my parents would not be able to support me entirely with financial and emotional support.”
Helen	“I am not sure if I can achieve of becoming a PA, so I am going to give up.”
Kristina	It’s a long and difficult journey.

Significant Growth Mindset Themes

Four significant growth mindset themes emerged from the nine participants as they tried to shift from a fixed to a growth mindset. The four themes are others’ support, effort, learning, and self-determination (see Figure 3). Also see Tables 43 – 46 for the specific findings of the growth mindset themes.

Figure 3*Significant Growth Mindset Themes for Career Goals***Table 43***Others' Support Growth Mindset for Career Goals*

Participants	Example of a Growth Mindset
Amy	"It's okay to ask for help in life no matter what age you are."
Helen	"I will reach out to people and an advisor for help."
Kristina	"I will surround myself with positive and encouraging people so that I could reach my goals. If I feel like I'm struggling, I will find resources like my advisor to help me stay on track."

Table 44*Effort Growth Mindset for Career Goals*

Participants	Example of a Growth Mindset
Laura	“I can become more disciplined through my own efforts, and it will take work, but it is doable.”
Rosemary	“My achievements will be recognized as I put in regular and consistent time and effort.”
Helen	“Nothing is easy, the only way to achieve something is to work hard on it.”

Table 45*Learning for Growth Mindset Career Goals*

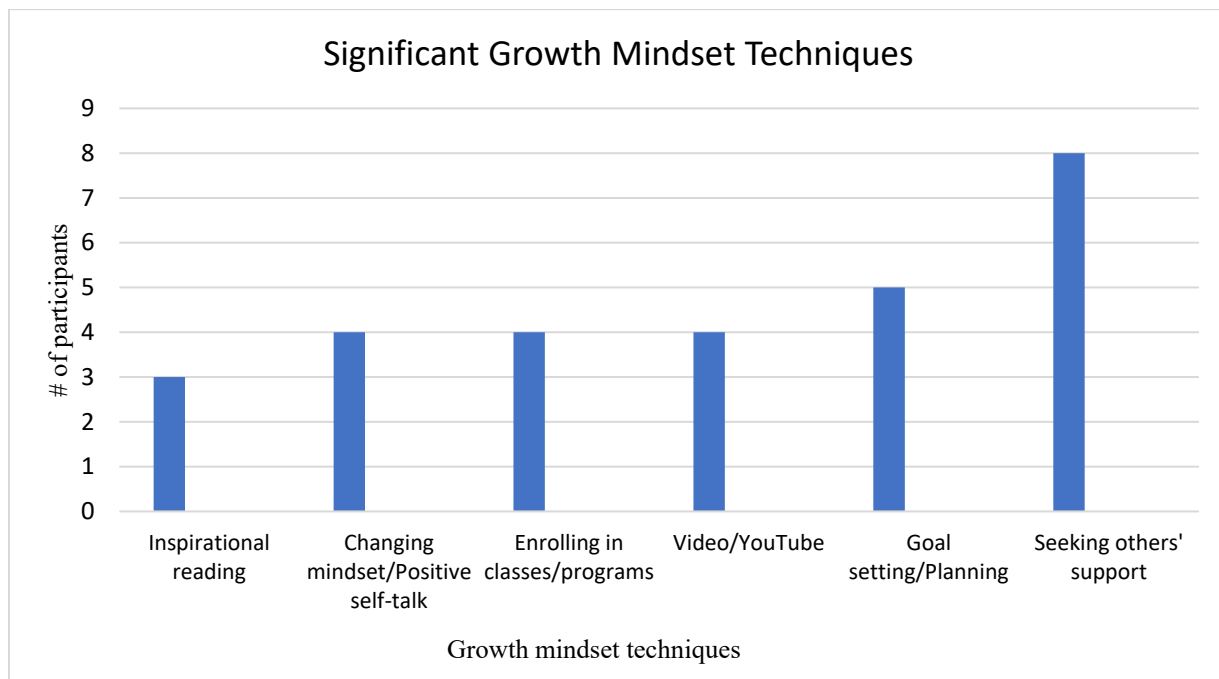
Participants	Example of a Growth Mindset
Henry	“I will learn different things in a different way so I can expect a more successful result this time. Change how I approach things.”
Laura	“I can learn more about the field and the necessary skills within. I may not always have creative ideas, but that does not mean I cannot learn skills and have experiences that can help me channel my creativity more easily.”
Rosemary	“I can grow and develop better skills as a writer and performer. I have already learned so much since I first began. My achievements have been and will be recognized as I put in regular and consistent time and effort.”
Amy	“Just because I was unable to reach one of my goals does not mean that I cannot develop as a person and continue to accomplish other goals in life.”

Table 46*Self-Determination Growth Mindset for Career Goals*

Participants	Example of a Growth Mindset
Henry	“I’m not going to let my past determine my future.”
Rosemary	“I can find a life path that works for me.”
Chris	“I will and can train and shape my body the way I want.”
Helen	“I want to become a PA, so, no matter how far it is, I will figure it out.”

Growth Mindset Techniques

The nine participants used six significant growth mindset techniques to help them overcome their barriers to achieve their career goals. The six significant techniques included: (1) inspirational reading, (2) changing their mindset, (3) enrolling in classes and programs, (4) watching YouTube videos, (5) planning, and (6) seeking others’ support (see Figure 4). Also see Tables 47–50 for the specific findings of the growth mindset techniques.

Figure 4*Significant Growth Mindset Techniques for Career Goals***Table 47***Inspirational Reading Growth Mindset Techniques for Career Goals*

Participants	Example Quotes
Rosemary	“I re-read informational interviews with individuals who inspire me and thought about what in their careers I would like to emulate.”
Amy	“I think reading about the movements that are going on right now like the Black Lives Movements and stuffs like that have given me some direction of where I want to go with my life.”
Helen	“I also read stories online.”

Table 48*YouTube Videos Growth Mindset Techniques for Career Goals*

Participants	Example Quotes
Laura	“Finding different videos and resources online to see how other people do things or like finding tutorials.”
Helen	“I watch a lot of YouTube videos. I watch studying tips.”
Leyna	“I have used YouTube videos.”

Table 49*Goal Setting/Planning Growth Mindset Techniques for Career Goals*

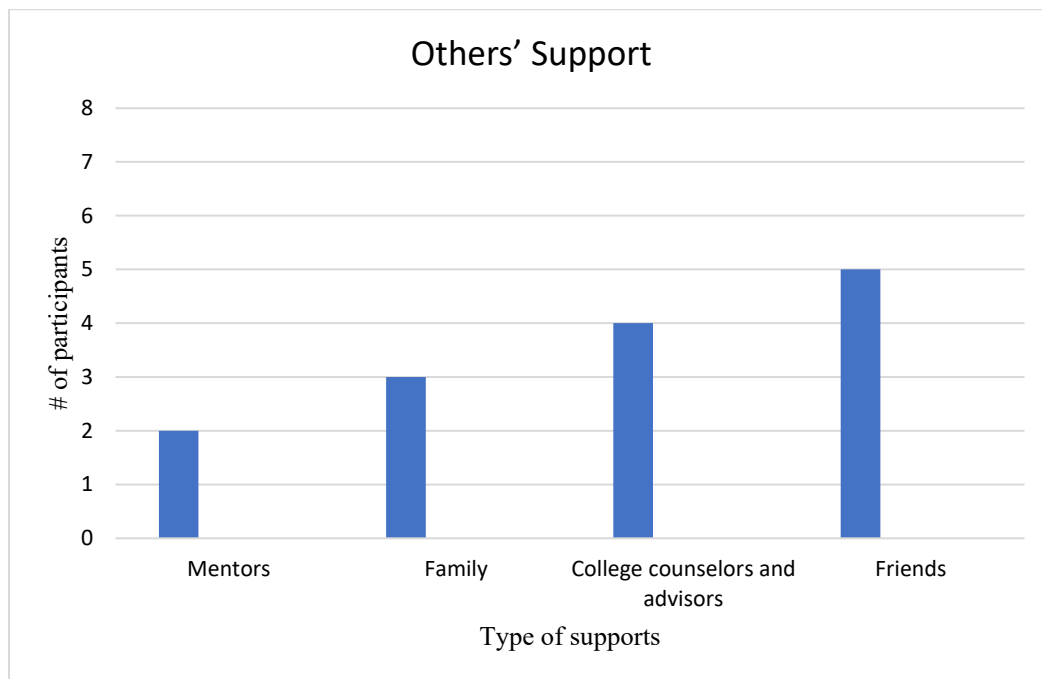
Participants	Example Quotes
Chris	“Before, I wouldn’t plan anything, but now, I take things more slowly and plan accordingly.”
Mary	“I just bought a planner, a new planner for 2021, and I’m going to do better with that planner. I always have a budget for everything, and all my life I’ve been planning.”
Helen	“I like to plan ahead. I don’t really like doing the last minute thing. Yeah, I’ve been having a planner for since middle school.”

Table 50*Enrolling in Classes/Programs Growth Mindset Techniques for Career Goals*

Participants	Example Quotes
Laura	“I signed up for college classes this week with the goal of an art minor in mind and am planning to declare the minor by next week.”
Chris	“I finished registering for classes. I did not take too many units because I wanted to focus mainly on passing my classes, because that’s what matters the most to me right now.”
Helen	“After joining the entrepreneur program, I took more risk. So I think that helped a lot.”
Kristina	“I took the initiative to apply for a master’s program.”

Others’ Support

Eight participants sought out others for support to help them reach their career goals. However, the participants sought a variety of individuals’ support, such as mentors, family, college counselors and advisors, and friends (see Figure 5). Also see Tables 51-54 for the specific findings for others’ support.

Figure 5*Others' Support for Career Goals***Table 51***Mentors Support for Career Goals*

Participants	Example Quotes
Rosemary	“I called a professor in my field and received her feedback on my writing. I think my supervisor in my part-time job also became my mentor, because we were able to talk about how difficult it is to start your own independent project.”
Leyna	“I will research and reach out to leaders and mentors from my university and network to learn new practices or methods that can help my time management skills.”

Table 52*Family Support for Career Goals*

Participants	Example Quotes
Amy	“I sought out my parents to keep me accountable and I asked the help of my siblings.”
Helen	“I had a discussion with my family.”
Kristina	“I talked to my mom about it and my mom have always been very supportive of me continuing my education.”

Table 53*College Counselor/Advisor for Career Goals*

Participants	Example Quotes
Henry	“I reached out to a good friend of mine who became a counselor.”
Chris	“Seeking a mentor and an advisor is the best solution when you are trying to figure out a career path and need help. They will give you their best advice and you make the decision.”
Helen	“I met with three advisors and asked a lot of questions.”
Kristina	“I talked to my counselor at school.”

Table 54*Friends Support for Career Goals*

Participants	Example Quotes
Henry	“I joined the military and talked to a friend who’s been in my shoes.”
Mary	“I will reconnect with my friends to seek their advice and try to understand what they think would be best for me.”
Kristina	“My friends have worked at those companies before. I can ask them to refer me and introduce me to those fields.”
Leyna	“Sometimes I would just call a friend and tell them I’m not feeling too great, and I would ask them to help me get into a more positive mood.”

Summary

Despite having different career goals, many participants experienced the same barriers, fixed mindsets, and used similar growth mindset techniques to achieve their career goals. The findings revealed eight significant career barriers, three common fixed mindset themes, four common growth mindset themes, and six significant growth mindset techniques used among the nine participants to help them achieve their goals. The eight career barriers are family, past failure, lack of knowledge and skills, feeling overwhelmed, financial concerns, lack of direction, fear, and motivation. The three common fixed mindset themes are financial concerns, lack of knowledge and skills, and self-doubt. The four growth mindset themes are seeking others’ support, effort, learning, and self-determination. The six growth mindset techniques are reading

inspirational stories, changing mindset, enrolling in classes or programs, watching YouTube videos, planning, and seeking others' support.

Group Finding on Relationship Goals

Six participants' relationship goals involve building a better relationship with at least one of their member members. Two participants have romantic relationship goals. One participant relationship goal is to develop a better relationship with herself (see Table 55).

Table 55

Relationship Goals

Participants	Relationship Goals
Henry	Find a girlfriend
Laura	Meaningful interaction with her family
Rosemary	Nurture healthy and interdependent relationships
Amy	Build a better relationship with her sister
Chris	Build a better connection with parents
Mary	Develop boundaries and maintain a good spirit with her family members
Helen	Build a better relationship with herself
Kristina	Develop a healthy and long-term relationship with her boyfriend
Leyna	Cultivate healthy relationships with her support system

Relationship Barriers

Three significant barriers emerged among the nine participants as they tried to achieve their relationship goals. These significant barriers are a lack of self-confidence, a lack of

communication, and past failures (see Figure 6). Also see Tables 56-58 for the specific findings related to relationship barriers.

Figure 6

Significant Relationship Barriers

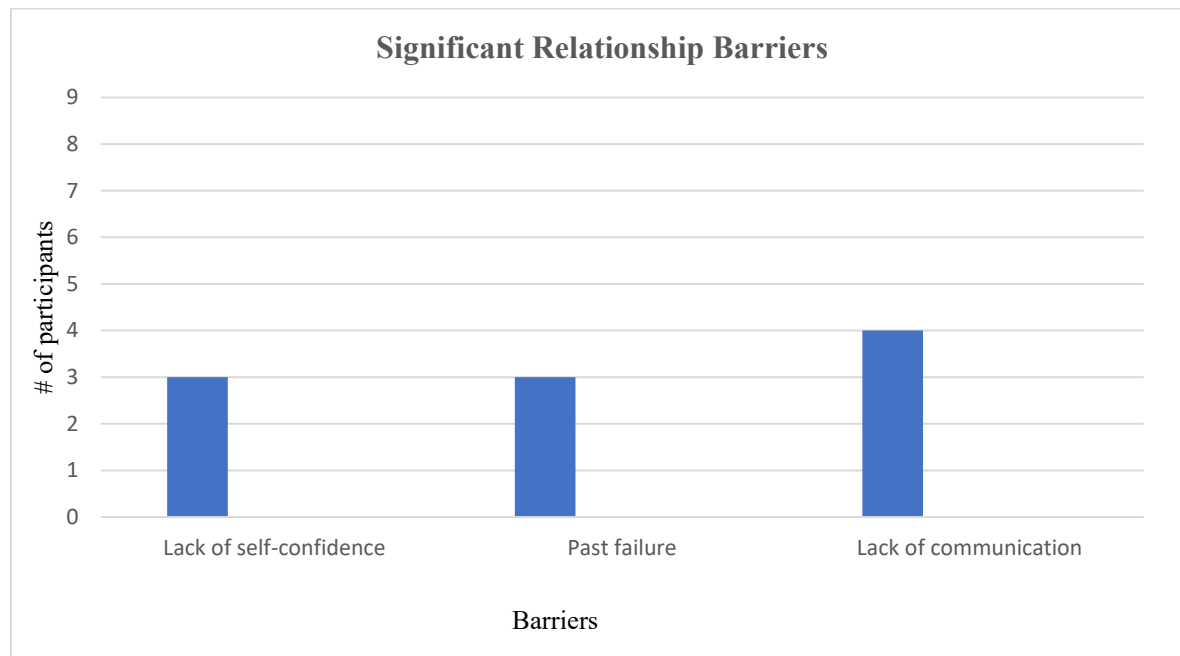


Table 56

Lack of Self-Confidence Barrier for Relationship Goals

Participants	Example Quotes
Henry	“I do not have the confidence to ask girls out on dates.”
Rosemary	“I am afraid that others would not want to be contacted or seem too eager or annoying them for contacting them.”
Helen	“Sometimes I feel like I just catch myself talking so much, and then, I self-doubt myself when I talk to others.”

Table 57*Past Failure Barrier for Relationship Goals*

Participants	Example Quotes
Rosemary	“I have burn out before, and a lot of it came from digital, spending too much time on my computer and phone, which give me shoulder pain.”
Amy	“Because of past experiences with arguing with her that end up with neither of us seeing eye-to-eye and things are not getting better. It is pointless to try and fix.”
Helen	“It is very frustrating because I have lost so many friends before. So, it is hard to be the person you are today because it feels like you are not enough.”

Table 58*Lack of Communication Barrier for Relationship Goals*

Participants	Example Quotes
Rosemary	“Living in different time zones and the need to socially distance rather than spending time with friends and family in person can make it difficult to communicate.”
Amy	“I do not want to communicate with my sister because it upsets me whenever she brings politics or I mention my interests to her.”
Mary	“My family would not even have a conversation with me sitting down.”
Leyna	“I have a hard time opening up and sharing with others about myself.”

Fixed and Growth Mindsets

One significant fixed mindset theme and two growth mindset themes emerged from the participants' relationship barriers. Four participants experienced the fixed mindset theme of self-doubt. The significant themes that supported the participants in shifting from a fixed to a growth mindset are effort and self-improvement (see Figure 7). Also see Table 59 for the specific finding of the fixed mindset theme.

Figure 7

Significant Fixed Mindset Theme for Relationship Goals

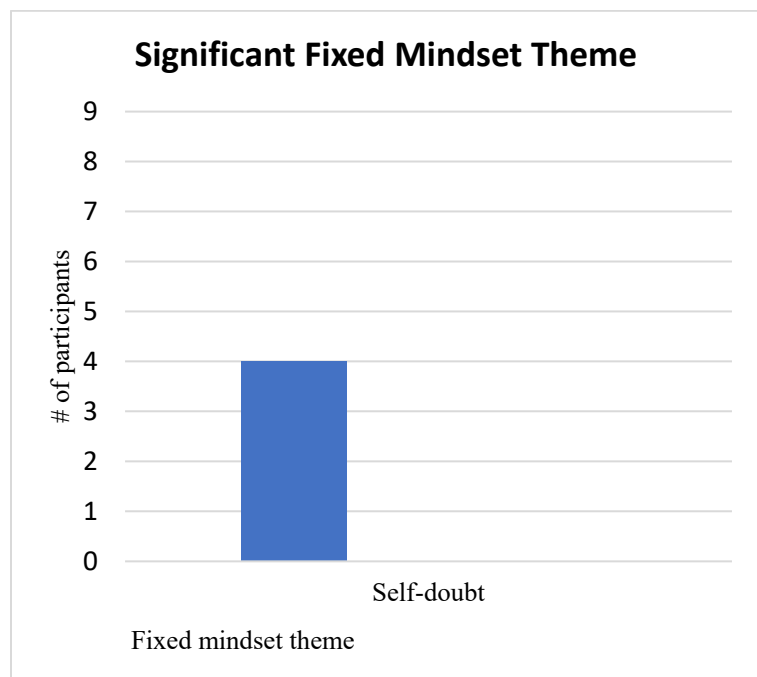
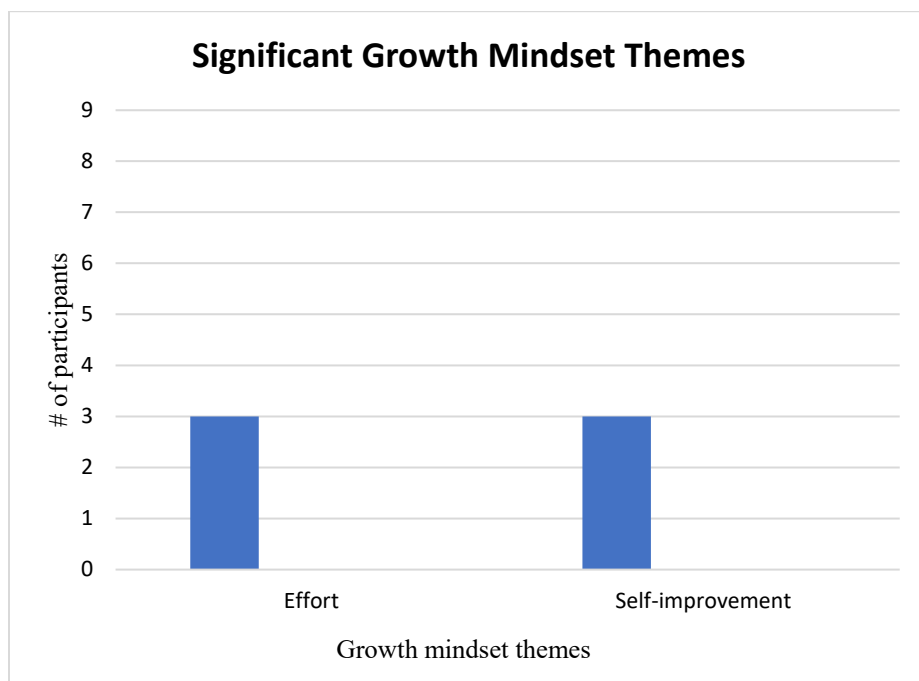


Table 59*Self-Doubt Fixed Mindset for Relationship Goals*

Participants	Example of a Fixed Mindset
Henry	“I am scared to being rejected.”
Rosemary	“I am an inherently flawed person who can only make friends with certain people.”
Mary	“The current status of the relationship cannot be changed; it is my family problem.”
Helen	“I won’t talk to anyone because I feel like I am not enough.”

Significant Growth Mindset Themes

Two significant growth mindset themes emerged from the nine participants as they tried to shift from a fixed to a growth mindset. The two themes are effort and self-improvement (see Figure 8). Also see Tables 60-61 for the specific findings of the growth mindset theme.

Figure 8*Significant Growth Mindset Themes for Relationship Goals***Table 60***Effort Growth Mindset for Relationship Goals*

Participants	Example of a Growth Mindset
Rosemary	“I am a personal in development and growth who can build great relationships with many different people, given time and effort.”
Chris	“I will be open-minded and express myself freely and make my parents understand that my career choices will benefit me.”
Leyna	“I should check in on how my friends and family are doing more frequently, which will help me build a stronger relationship with them.”

Table 61*Self-Improvement Growth Mindset for Relationship Goals*

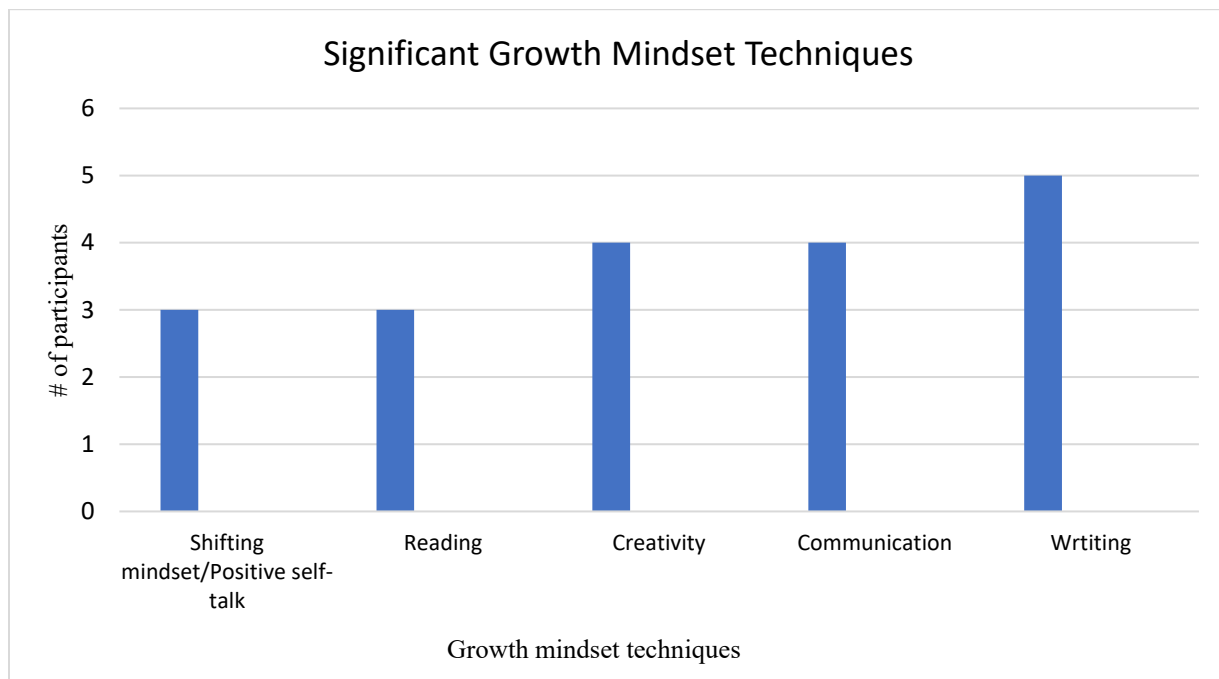
Participants	Example of a Growth Mindset
Mary	“I have the power to adopt and happy within myself. I need to be happy first within myself, before expecting others to do things that make me happy.”
Helen	“I will become a better person to have more confidence to talk to people.”
Kristina	“I know that I overcome the distance by focusing on my things and myself.”

Growth Mindset Techniques

Five significant growth mindset techniques emerged among the nine participants as they try to overcome their barriers to achieve their relationship goals. The five significant techniques included: (1) diversifying their experiences, (2) writing, (3) shifting mindset, (4) communication, and (5) reading (see Figure 9). Also see Tables 62-66 for the specific findings of the growth mindset techniques.

Figure 9

Significant Growth Mindset Techniques for Relationship Goals

**Table 62**

Shifting Mindset Growth Mindset Technique for Relationship Goals

Participants	Example Quotes
Amy	“I will shift my mindset in trying to understand where my sister is coming from and read her conviction and opinion as passion rather than aggression toward me.”
Chris	“I will be open-minded and remember that they will support me no matter what, even if I do not listen to their advice.”
Leyna	“I will have an open mindset and not to be afraid to share my concerns with my support system because they are my support system for a reason.”

Table 63*Reading Growth Mindset Technique for Relationship Goals*

Participants	Example Quotes
Helen	“I always love reading books because they encourage me to talk to other people. They help push me to become a better person for myself and others. They also influence me to think positively, having a better mindset.”
Kristina	“I have been reading my favorite book series.”
Leyna	“I would do tarot card readings.”

Table 64*Creativity Growth Mindset Technique for Relationship Goals*

Participants	Example Quotes
Laura	“I actively sought out to have different conversations and activities with my family.”
Rosemary	“I engage in different experiences to build new relationships such as enrolling in the Shansi Fellowship program.”
Mary	“I use different activities to take better care of myself such as walking, talking to friends, reading books, journaling, planning, cooking, and organizing.”
Kristina	“I occupy myself with different activities such as going back to school and reading books.”

Table 65*Communication Growth Mindset Technique for Relationship Goals*

Participants	Example Quotes
Chris	“I ask my parents if they would want to go on a car ride and then talk about all my barriers and problems with them.”
Mary	“I will try to talk nicely and think before speaking.”
Kristina	“If anything is wrong or we have problems, we usually try to communicate it before it gets out of hand.”
Leyna	“I will ask them if they have time to talk to me to clarify things, and I will do that more frequently.”

Table 66*Writing Growth Mindset Technique for Relationship Goals*

Participants	Example Quotes
Rosemary	“I use freewriting to create positive language to help me overcome my barriers.”
Amy	“I write down my concern on paper and slip it under her bedroom door.”
Helen	“I jot down my feelings and reading them out loud.”
Kristina	“I write down everything because it helps me with my memory. I would write down interesting things on a notepad.”
Leyna	“If I am extremely pissed about a situation, I will write it out. Writing things down help show me where I am being unreasonable.”

Summary

The findings revealed three significant relationship barriers, one common fixed mindset theme, two common growth mindset themes, and five growth mindset techniques used among the nine participants to help them overcome their barriers and achieve their relationship goals. The three relationship barriers are a lack of self-confidence, past failure, and a lack of communication. The one common fixed mindset theme is self-doubt. The two growth mindset themes are effort and self-improvement. The five growth mindset techniques used among the nine participants are shifting their mindset, reading, diversifying their experiences, communicating, and writing.

Group Finding on Health Goals

Eight participants expressed that they want to improve their physical health. One participant reported that she wants to improve her emotional health (see Table 67).

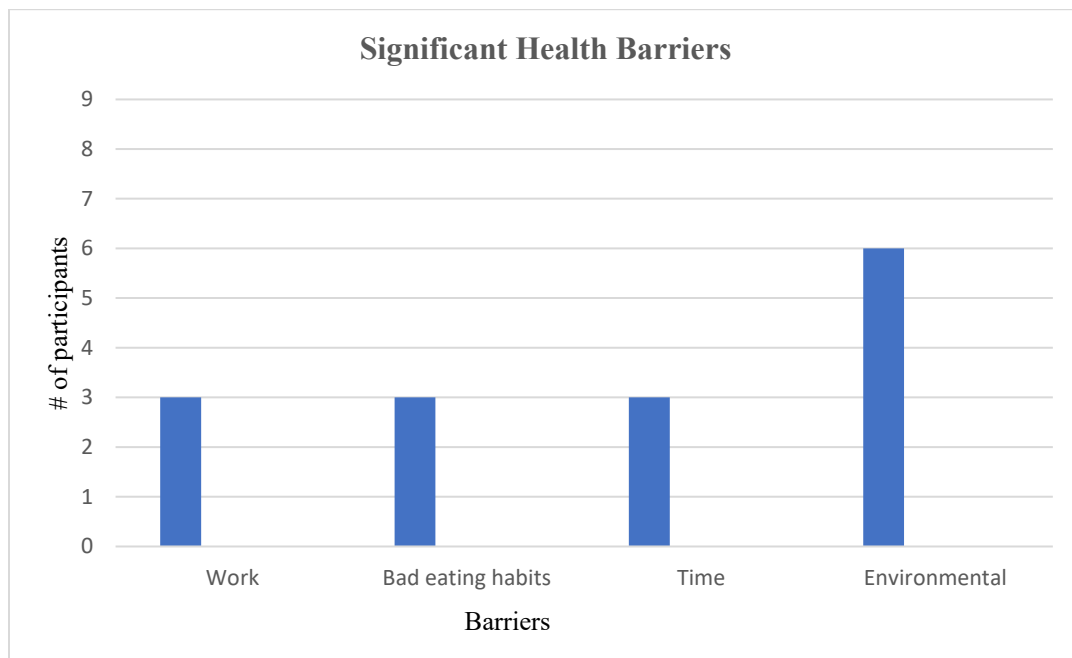
Table 67

Health Goals

Participants	Health Goals
Henry	Become physically and mentally strong
Laura	Develop a healthy diet and exercise routine
Rosemary	Gain a sense of well-being and energy
Amy	Exercise at least 20 minutes daily
Chris	Become physically fit
Mary	Improve emotional health
Helen	Improve her physical and mental health
Kristina	Exercise 3 times per week for 30 minutes
Leyna	Become physically strong and feel more energized

Health Barriers

Four significant health barriers emerged among the nine participants as they tried to achieve their health goals. The four significant barriers are work, bad eating habits, time, and environmental (see Figure 10). Also see Tables 68-71 for the specific findings related to health barriers.

Figure 10*Significant Health Barriers***Table 68***Work Barrier for Health Goals*

Participants	Example Quotes
Rosemary	“My work is more important than my health at the moment.”
Mary	“I could not sleep because of work stress that is preventing me from being emotionally healthy.”
Leyna	“It is really hard for me to maintain a fitness routine when things get busy for me at work.”

Table 69*Bad Eating Habits Barrier for Health Goals*

Participants	Example Quotes
Henry	“I have the habit of eating chips.”
Chris	“I feel like I have been eating fast food often such as McDonald.”
Leyna	“My lack of exercise also causes me more health problems such as craving sweets and carbohydrates.”

Table 70*Time Barrier for Health Goals*

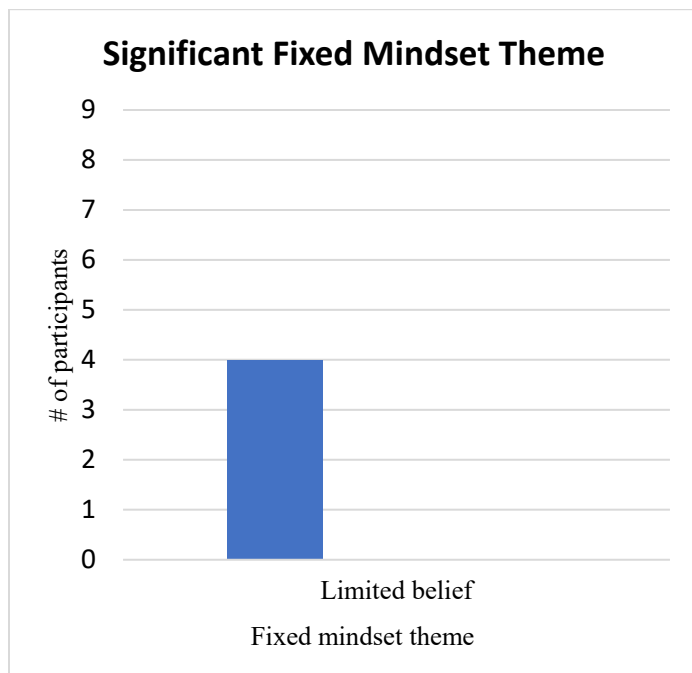
Participants	Example Quotes
Rosemary	“My work and family obligation take up most of my time.”
Kristina	“Finding time to work out is difficult because I recently started school again, so my schedule is full.”
Leyna	“Be biggest frustration is to find the time to reset.”

Table 71*Environmental Barrier for Health Goals*

Participants	Example Quotes
Henry	“It is difficult to avoid unhealthy foods that you see on TV and fast food restaurants, carts, and trucks around my neighborhood.”
Chris	“I lack the motivation to work out because I do not have the equipment because I cannot go to the gym, due to COVID.”
Mary	“My lack of motivation to exercise indoors due to the pandemic.”
Helen	“It is difficult to work out at home during the quarantine because there is so little to do.”
Kristina	“Since the weather is getting colder, it is a lot harder to get out of bed to work out when it is super freezing.”
Leyna	“I cannot go to the gym during the pandemic, and I used to go every day.”

Fixed and Growth Mindsets

One significant fixed mindset theme and one growth mindset theme emerged from the participants' health barriers. The fixed and growth mindset themes are a limited of belief and effort (see Figure 11). Also see table 72 for the specific finding of the fixed mindset theme.

Figure 11*Significant Fixed Mindset Theme for Health Goals***Table 72***Limited Belief Fixed Mindset for Health Goals*

Participants	Example of a Fixed Mindset
Henry	“I cannot be healthy.”
Laura	“Eating healthy isn’t necessary to achieve my ideal body.”
Chris	“I do not have what it takes.”
Helen	“Working out at home is difficult, and I lack motivation, therefore I won’t work out.”

Significant Growth Mindset Theme

One significant growth mindset theme, effort, emerged from the nine participants as they tried to shift from a fixed to a growth mindset to achieve their health goals (see Figure 12). Also see Table 73 for the specific findings of the growth mindset theme.

Figure 12

Significant Growth Mindset Theme for Health Goals

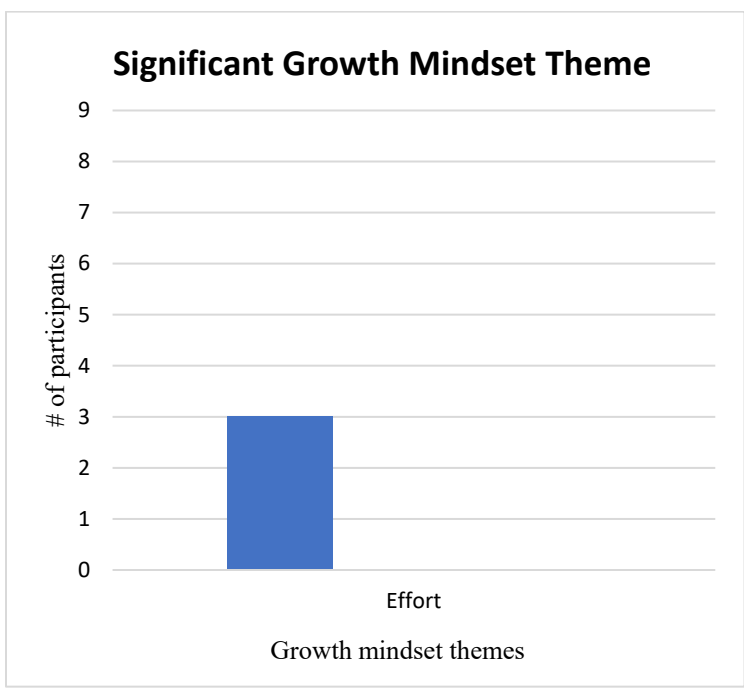


Table 73*Effort Growth Mindset Technique for Health Goals*

Participants	Example of a Growth Mindset
Rosemary	“I can continue to put in more effort to exercise in a way that works for me and that supports my long-term goal health and wellness.”
Chris	“I am going to start working out.”
Leyna	“I will work on slowly becoming familiar with a routine that I can enjoy and be consistent with to help with my overall health.”

Growth Mindset Techniques

The findings revealed three significant growth mindset techniques emerged from the nine participants to help them overcome their barriers to achieve their health goals. The three significant techniques included: (1) watching YouTube videos, (2) planning, and (3) gaining family support (see Figure 13). Also see Tables 74-76 for the specific findings of the growth mindset techniques.

Figure 13

Significant Growth Mindset Techniques Health Goals

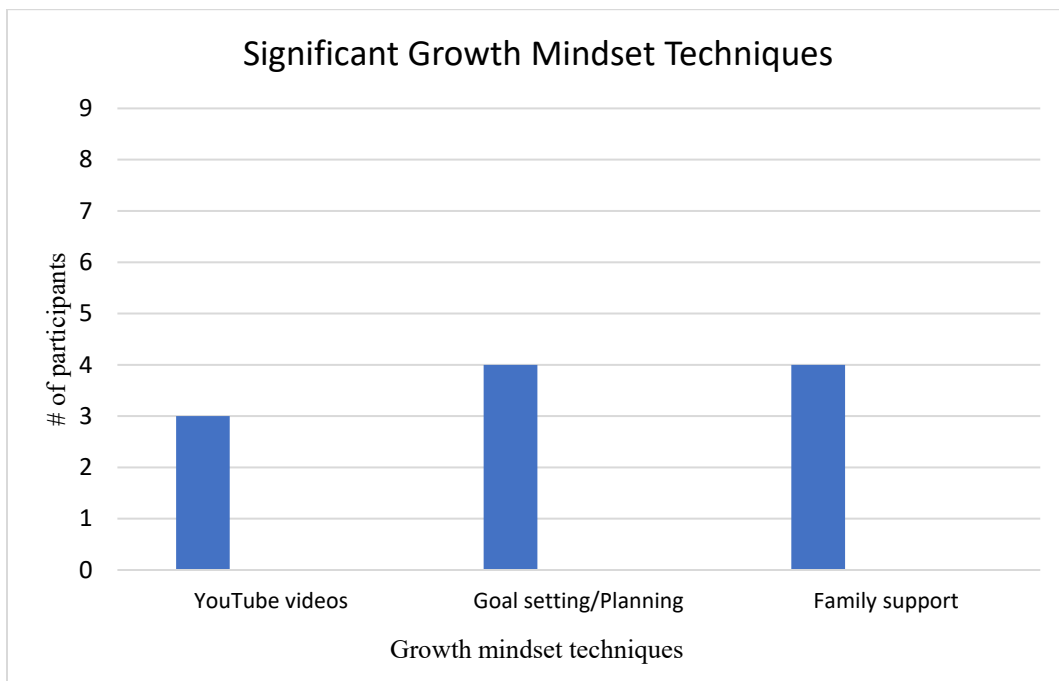


Table 74

YouTube Videos Growth Mindset Technique for Health Goals

Participants	Example Quotes
Laura	“I find mentoring and exercising playlist on YouTube.”
Helen	“YouTube videos have always been my number 1 method because it is an easy access and many people make content about health.”
Kristina	“I like watching YouTube videos of people doing workout challenges because they motivate me.”

Table 75*Goal Setting/Planning Growth Mindset Technique for Health Goals*

Participants	Example Quotes
Chris	“I plan every day by giving myself the time and energy to think and work out and stuck with it.”
Mary	“I am going to adjust my schedule to prioritize my exercise.”
Helen	“I plan out my workout days and meals.”
Kristina	“I have a planner, and I usually plan things every Sunday for the next week such as when to do my homework, read, classes, and work out.”

Table 76*Family and Friend Support Growth Mindset Technique Health Goals*

Participants	Example Quotes
Amy	“Having my sister around also really helps. She kept me in check to exercise more.”
Helen	“I have a discussion with my siblings and friends to give me a little push.”
Kristina	“My friend and I keep each other accountable on our health progress.”
Leyna	“I also stretch with my roommates.”

Summary

The findings revealed four significant health barriers. The four significant health barriers are work conflict, time, bad eating habits, and environmental. One common fixed mindset and

one growth mindset theme. The fixed mindset theme is having a limited belief and the growth mindset theme is effort. Lastly, three significant growth mindset techniques emerged as the participants try to achieve their health goals. The three growth mindset techniques are watching YouTube videos, planning, and seeking family and friend support.

The Outcomes

Sixty-six percent, six out of nine of the participants, continue to contact and get support from me to help them further their development to achieve their goals after the study. For instance, three participants became aware of the work I am doing and became interested in getting involved. My work also consists of helping youths and young adults develop their mindset, where I provide workshops and coaching to help them with their personal development. First, Henry received one-on-one career support one week after the study. He also attended one of my health workshops to help him achieve his health goal. Laura also attended one lifestyle workshop to help her manage her three life areas and goals. After attending the workshop, she became a volunteer in my organization to continue learning and developing her skills. As a volunteer, Laura edited images and websites to gain experience as her career aspiration is to become a graphic designer. The last participant who got involved with my work was Helen. Helen decided to volunteer at my organization 8 months after the study.

Leyna was happy with the knowledge and skills she gained from the study and interested in my work; therefore, she asked me to present on personal development and the growth mindset for her school club. Kristina was another participant who reached out to me for career support after the study. She asked for guidance on successfully applying for her master's and Ph.D. programs. Lastly, Mary was actively pursuing her career goal when I contacted her after 3

months. She was taking one of the action steps that she had written down on her career plan during the study.

CHAPTER 5: DISCUSSION

Introduction

This study's purpose was to understand the processes and practices of Asian American young adults who applied growth mindset techniques to three different life areas, namely career, relationships, and health, during a 6-week time frame. The researcher gathered data about the different barriers the Asian American young adults experienced while they tried to achieve their goals and collected data to identify the different growth mindset techniques the Asian American young adults used to overcome their barriers to achieving their goals. The data-participant pool was nine Asian American young adults between 18 and 24 years old. This chapter discusses and makes recommendations for further studies based on this study's findings, identifies the implications and limitations, and ends with a conclusion.

Overview of Career, Relationship, and Health Goals

It has been revealed that many Asian American young adults consider a career in STEM or related fields such as medicine, law, or education due to the influences of family, culture, and society, or lack of other career option awareness (Tsai-Chae & Nagata, 2008). However, the findings in this study revealed that none of the participants in this study pursued a career in STEM or related fields. Also, each participant's career choice was different from the other participants' choices. Furthermore, based on the findings, the participants decided to pursue their specific career fields because they desired those careers. However, there were two participants whose parents tried to influence them to choose a career path that did not fit those participants' interests. One participant avoided having a discussion with his parents about his career choice and continued to pursue his career aspiration. Therefore, this finding confirmed the research of Ma et al. (2013) that Asian American young adults sometimes use the method of avoidance when

they have difficulty sharing their career choices with their parents. On the other hand, the other participant explained his career choice to his parents in detail, which increased his parents' understanding, and they then supported his career choice. This finding might indicate that Asian parents do not support their children's career choices not because they think it is a bad career choice, but due a lack of understanding. This confirmed information in previous studies that a lack of awareness and understanding could lead to Asian parents' disapproving their children's career choices (Leong & Hardin, 2002; Ma & Yeh, 2005).

The findings also revealed that six participants' relationship goals involved building a better relationship with at least one of their family members. This might suggest that family is important to Asian American young adults, which ties back to a previous study that the family bond is important in Asian cultures (Leong & Hardin, 2002). Two participants developed romantic relationship goals. One participant's relationship goal is to build a better relationship with herself to help her meet and build new friendships.

Eight of the nine participants expressed that they wanted to improve their physical health, either by adopting better eating habits, better exercising habits, or both. One participant reported that she wanted to improve her emotional health.

Discussion of Barriers and Recommendation

Research Question #1 was: Which barriers are influencing the mindset of Asian American young adults to not achieve their career, relationship, and health goals to reach self-actualization? Despite having different goals, the findings revealed that most Asian American young adults encountered similar barriers. Based on the findings, the significant barriers across all three different types of goals were personal barriers such as a lack of knowledge and skills, a lack of self-confidence, a lack of motivation, and a lack of ability to overcome their failures. For

instance, this study's findings discovered that 100% of the participants encountered a personal barrier in trying to achieve their career goals; 66%, or six out of nine participants, encountered personal barriers such as the lack of communication skills and lack of self-confidence about overcoming their past failures and achieving their relationship goals.

Lastly, the findings also revealed that 66% of the participants lacked the personal abilities to develop healthy eating habits and the motivation to exercise to improve their health goals. This study's findings confirmed the work of Treffinger et al. (2006), namely that personal barriers are challenges Asian American young adults face in trying to achieve their goals. This finding also confirmed the Self-Determination Theory that a lack of personal abilities prevents Asian American young adults from reaching their full potential (Proctor et al., 2015). Even though Asian American young adults will continue to face external challenges such as family, culture, and society, their lack of self-confidence makes it difficult for them to overcome those barriers and achieve their goals. Therefore, future studies could focus on developing methods to help Asian American young adults overcome their personal barriers to achieving their goals and help them reach their full potential.

The study findings have also shown that family was a significant career barrier encountered by Asian American young adults trying to achieve their goals. Three of nine participants encountered family conflicts, such as a lack of their parents' approval, parental expectations that the study participants follow specific career paths chosen by the parents, and lack of financial and emotional support from their parents as the participants tried to achieve their career goals. This suggests that family support and approval are important elements as Asian American young adults try to achieve their goals and reinforces previous work (Ma et al., 2013). The study findings also showed that financial concern was a significant career barrier.

Therefore, based on the findings, suggestions for future studies are to investigate methods identifying how Asian parents could support their children's careers decisions and financial options available to support Asian American young adults and help them achieve their career goals.

Seventy-seven percent of the participants experienced situational barriers such as work, time, and environment were experienced as they tried to achieve their health goals. For instance, the findings revealed that the participants lacked motivation to exercise at home because they could not go outside or to a gym due to the COVID-19 pandemic. This suggests that the participants were not creative enough in finding enjoyable ways to exercise at home. Therefore, a recommendation for future studies is to focus on teaching and promoting creativity in Asian American young adults and help them develop solutions to overcome their barriers to achieving their health goals.

Discussion on Growth Mindset Techniques and Recommendation

Research Question #2 was: How are Asian American young adults shifting their perspectives from a fixed to a growth orientation and help them reach self-actualization? According to the study's findings, watching YouTube videos, goal setting and planning, and seeking support from others were the top three growth mindset techniques used by this study's Asian American young adults who wished to achieve various types of goals, careers, relationships, and health. Asian American young adults reported that watching YouTube videos was an accessible method for finding information and the tutorials helped them achieve their goals. Therefore, future studies could use the method of creating YouTube videos to provide more support to help Asian American young adults overcome their barriers to achieve their goals.

Goal setting related tools such as planning and writing were other techniques the participants commonly used to overcome their barriers to achieving their goals. For instance, four participants stated that they can better identify their barriers and it helps them develop solutions when they write things down. The findings also revealed that four participants used planning to increase their motivation to achieve their goals. The participants used the method of planning to make sure they put time aside to learn and take the action steps they needed to achieve their goals. This suggests that development on successful goal setting and planning can be further researched to help Asian American young adults achieve their goals successfully.

Lastly, the findings revealed that 88%, or eight out of nine Asian American young adults, sought others, such as friends, family, mentors, and advisors, to help them overcome their barriers to achieving their career, relationship, and health goals. The findings also showed that seeking support from friends and family were used across all three types of goals: career, relationship, and health. Hence, consulting friends and family continues to be a method that Asian American young adults often use to get support and help them keep working to achieve their goals compared to other individuals (Mercado, 2000).

Implications for Practice

Asian American young adults continue to face cultural, familial, and societal barriers, and they have difficulty developing their abilities to overcome those challenges (Kiang et al., 2016). Furthermore, few treatment models and training programs address such culture-specific issues to successfully support Asian American young adults (Kim & Aronowitz, 2019; Kim et al., 2003). The findings in the study provided a deeper understanding of the barriers faced by Asian American young adults in achieving their goals. For instance, the study's findings revealed that a lack of self-confidence is a significant barrier that Asian American young adults are experiencing

that creates a great challenge for them to achieve their goals (Treffinger et al., 2006). Therefore, parents, teachers, and professionals could focus more on improving Asian American young adults' self-confidence; this would better support this group of individuals and help them achieve their goals, reach self-actualization, and achieve psychological well-being.

Asian American young adults between 18–24 years of age are one group that is experiencing a high level of psychological disorders that result in depression, low self-esteem, feelings of alienation, hopelessness, identity confusion, and social anxiety (Leu et al., 2012; Wong et al., 2011). It can be a great challenge for Asian American young adults to make successful life decisions when they are experiencing this psychological disorder. For instance, Asian American young adults with low self-esteem are more likely to compromise their career aspirations to fit their parents' decisions to get their parents' approval. As a result, it can be difficult for Asian American young adults to create meaning, purpose, and reach self-actualization when they are not using their strengths and talents to the fullest (D'Souza & Gurin, 2016).

This study provided a method of encouraging a growth mindset to help Asian American young adults develop their abilities to believe in themselves, and that they can become successful in their chosen career aspirations and experience psychological well-being (Proctor et al., 2015). Furthermore, with the foundation of learning and effort from the growth mindset, Asian American young adults can have a better chance in achieving financial independence (Dweck, 2016), which is vital in the Asian culture in reaching social status within their community (Louis, 2001). For instance, in Dweck's (2016) findings, many individuals are considered wealthy or successful in their fields because they are using their strengths and talents in their career.

Therefore, this study provided a path to support Asian American young adults to develop their abilities to achieve their goals, become financially independent, and experience psychological well-being.

Implication for Policy

Criswell (2003) observed that there is a lack of humanistic principles and problem-solving skills taught to students to prepare them for the real world. Many students are having difficulty applying their learned knowledge and skills and developing solutions to overcome their challenges (Phye, 2001). However, the findings in this study revealed that Asian American young adults have a better chance of discovering solutions when they approach challenges with a growth mindset. Hence, students better reframe and overcome their problems with a growth mindset. Therefore, an additional or a new educational approach that includes growth mindset training could better assist students and help them prepare for the future.

Limitations

There were some limitations to this study. First, the sample size consisted of only nine participants, which may not yield adequate data to draw a firm conclusion as to whether the learned skills apply to the general Asian American young adult population. A suggestion for future research is that researchers focus on a larger sample group. Second, future studies might also focus on one specific life area, such as career, relationships, or health, rather than all three, for a closer examination of how the participants use growth mindset techniques to overcome their fixed mindsets concerning that specific life area. Third, this study was undertaken for a period of just 6 weeks; an extended study may better explore how participants use growth mindset techniques over a longer period of time. In addition, it is unclear what outside influences other than the teachings of this program may have affected the participants.

Conclusion

This study's purpose was to understand the processes and practices of Asian American young adults who applied growth mindset techniques to three different life areas: their career, relationships, and health. The study also aimed to discover which recurring themes of barriers affected Asian American young adults trying to achieve their goals. A personal barrier such as a lack of self-confidence is a significant recurring theme the Asian American young adults experienced across all three types of goals. Even though Asian American young adults might encounter outside influences, the study findings revealed that their lack of abilities are preventing them from achieving their goals, such as not knowing how to overcome the barriers successfully. The recurring themes of the growth mindset techniques used by Asian American young adults were watching YouTube videos, planning, writing, and seeking support from others such as family, friends, mentors, and college advisors. Based on this study's findings, this researcher recommends that future studies focus on investigating methods to overcome personal barriers in ways that would support Asian American young adults and help them to better achieve their goals, reach self-actualization, and experience psychological well-being. Other recommendations for future studies are larger sample size and focusing only on one type of goal compared to three in this study, which might yield better results.

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APPENDICES

Appendix A: Survey Protocol

Weeks 1 and 2: Survey for Career Goal

1. Today date
2. Name
3. What is your career goal?
4. What are the top 2 barriers that have you been working on to overcome to achieve your career goal? Individuality, functional, situational, cultural, etc.
5. Please list the fixed and growth mindset statements for each barrier above.
6. How would you change your relationship with your barrier? What skill, method, and or strategy did you use to help you overcome your barriers?
7. How are you going to change your behavior? What action steps did you take to overcome your barriers?
8. What are the action steps you need to take to achieve your career goal? Please list down the things or tasks you would need to do to achieve your goal.
9. What action steps did you already take to get closer to achieving your career goal?
10. After the 1st and 2nd week of reflections, please identify other topics, if any, you would like to learn more to help you to become successful with your career/professional goal?

Weeks 3 and 4: Survey for Relationship Goal

1. Today date
2. Name
3. What is your relationship goal?
4. What are the top 2 barriers that have you been working on to overcome for your relationship goal? Individuality, functional, situational, cultural, etc.
5. Please list the fixed and growth mindset statements for each barrier above.
6. How would you change your relationship with your barrier? What skill, method, and or strategy did you use to help you overcome your barriers?
7. How are you going to change your behavior? What action steps did you take to overcome your barriers?

8. What are the action steps you need to take to achieve your goal? Please list down the things or tasks you would need to do to achieve your relationship goal.
9. What action steps did you already take to get closer to achieving your relationship goal?
10. After the 3rd and 4th week of reflections, please identify other topics, if any, you would like to learn more to help you to become successful with your relationship goal?

Weeks 5 and 6: Survey for Health Goal

1. Today date
2. Name
3. What is your health goal?
4. What are the top 2 barriers that have you been working on to overcome to achieve your health goal? Individuality, functional, situational, cultural, etc.
5. Please list the fixed and growth mindset statements for each barrier above.
6. How would you change your relationship with your barrier? What skill, method, and or strategy did you use to help you overcome your barriers?
7. How are you going to change your behavior? What action steps did you take to overcome your barriers?
8. What are the action steps you need to take to achieve your health goal? Please list down the things or tasks you would need to do to achieve your health goal.
9. What action steps did you already take to get closer to achieving your health goal?
10. After the 5th and 6th week of reflections, please identify other topics, if any, you would like to learn more to help you to become successful with your goal?

Appendix B: Focus Group Protocol

3rd week: Guideline and Questions

1. Introduction: The following will be shared with the participants
 - b. It will be recorded and confidential
 - c. It will be an hour-long
 - d. Ask to share a lived experience of one of their goals
 - e. They will have the opportunity to ask questions
2. Ask the participants the following questions
 - a. What goal do you want to share?
 - b. What were your experience like with overcoming your barrier/fixed mindset?
 - c. What were your experience like with your action steps to achieve your goals?
 - d. What is your experience like so far with developing the growth mindset?
3. Question and answer session
4. Acknowledge and farewell

Appendix C: One-on-One Video Interview Protocol

30 minutes video conference interview

6th week of the study: Questions and Guideline

1. Can you share an experience of your career goal? What was going through your mind while engaging in the process? What was it like? What was happening in your life while you were trying to achieve your goal and overcoming your barriers?
 - a. What was your career goal and why did you choose that career goal?
 - b. What were the barriers and fixed mindset that you had to overcome, and what do you think influence you to develop these barriers or fixed mindset?
 - c. What growth mindset strategies did you use to overcome your barriers and why did you choose that method?
2. Can you share an experience of your relationship goal? What was going through your mind while engaging in the process? What was it like? What was happening in your life while you were trying to achieve your goal and overcoming your barriers?
 - a. What was your relationship goal and why did you choose that relationship goal?
 - b. What were the barriers and fixed mindset that you had to overcome, and what do you think influence you to develop these barriers or fixed mindset?
 - c. What growth mindset strategies did you use to overcome your barriers and why did you choose that method?
3. Can you share an experience of your health goal? What was going through your mind while engaging in the process? What was it like? What was happening in your life while you were trying to achieve your goal and overcoming your barriers?
 - a. What was your health goal and why did you choose that goal?
 - b. What were the barriers and fixed mindset that you had to overcome, and what do you think influence you to develop these barriers or fixed mindset?
 - c. What growth mindset strategies did you use to overcome your barriers and why did you choose that method?
4. Which learning skill was the most difficult and easiest for you to use to overcome your barriers or fixed mindset, and why?
5. Is there anything you would like to learn more of or questions to help you continue with applying the learned knowledge and skill successfully?
6. Do you have any questions about the study?
7. Do you have any comments or suggestions you would like to share?

Appendix D: Training Session Agenda

- Welcome and Introduction (10 minutes)
- Overview of program and concepts (10 minutes)
- Asian and Pacific Islander Identity and History (25 minutes)
- Pair and Share (15 minutes)
- Group discussion based on pair and share (15 minutes)
- Break (10 minutes)
- Your mind and your potential (minutes 30)
- Growth mindset techniques (minutes 30)
- Developing your breakthrough plan #1 (35 minutes)
- Development your breakthrough plan #2 (35 minutes)
- Discussion and sharing (15 minutes)
- Q & A, conclusion, follow up (10 minutes)
- Program Ends

Total: 4 hours

Appendix E: Recruitment Flyer

Personal Development Training and Study: Shifting Mindsets, Creating Breakthroughs *Problem Solving Techniques for Asian American Young Adult*

Purposes of the study:

- Be able to reframe “life problems” to “optimizing personal potential” through a variety of conceptual frameworks as the precursor to the self-analysis and breakthrough planning process
- Understand the importance of shifting their fixed to growth mindsets to meet their full potential
- Learn how to apply 5 most common mindset shifting techniques
- Apply their mindset shifting plan to practice techniques that will help them manage: motivation, risk, and behaviors in order to reach their goals.



Learning components and activities:

#1: Understanding Asian psychology and mindset

- Background and history
- Asian’s stereotypes and discriminations

#2: Growth mindset techniques

- Understanding and developing the growth mindset skills
- Activity: Shifting your mindset

#3: Supportive methods and strategies

- Creativity and problem solving
- Goal setting and mentoring

#4: Breakthrough plan

- What do you want?
- What are your barriers?
- What is your mindset?
- Developing a positive relationship with your barriers?
- Developing your action plan for career, relationship, and health

#5: After the training program

- Keeping track of your learning
- Follow-up online surveys, focused group, and interview

Eligibility:

- An Asian/Pacific Islander male or female
- Between the ages 18-24
- Know and understand English
- Live in USA

Study outline:

- A 6 weeks’ study
- Attend a one-time online training for 4 hours through Zoom
- Fill out 6 online surveys (3-5 minutes).
- Attend a one-hour online-focused group.
- Attend an online interview, 30 minutes to share on how you solved your career, relationship, and health problems (the last week of the study)

Incentive/Reward: Be put in a drawing to win pre-paid gift card, gift certificates, and many more.

Contact Mykim Tran, (916) 705-0210 or mtran@saybrook.edu if you are interested. Email or text me is the best way to reach me to sign up for the training and study

Appendix F: Social Media Announcement Post

OPPORTUNITY TO PARTICIPATE IN FREE ONLINE TRAINING AND FOLLOW-UP STUDY ON SHIFTING MINDSETS TO CREATE BREAKTHROUGH FOR ASIAN AMERICAN YOUNG ADULTS AGE 18 - 24

My name is Mykim Tran, a PhD candidate in Psychology at Saybrook University. I am currently recruiting participants for a training program and research study to learn how Asian American Young Adults relate to their personal and professional issues during and after the workshop on growth mindset techniques.

Study participants must be:

- 18-24 years old
- Self-identify as Asian American/Pacific Islander
- Is able to read, write, and understand English
- Must live in the United States
- Able to commit to one (1) session of online personal development training of four (4) hours over Zoom
- Able to commit to six (6) weekly online surveys which will take 5 minutes each entry, and a 30 minutes' Zoom interview.

All participants will qualify for a drawing to win a gift card value at \$200. Participants may discontinue from the training or the study phase at any time without penalty. All information collected will be kept confidential.

If you are interested in this study and for more information, please contact me directly through email or phone at mtran@saybrook.edu or (916) 705-0210. Alternatively, you may also contact the Department of Research of Saybrook University at SayResearch@saybrook.edu for any questions.

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