

## Teaching Appreciative Education

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### Abstract

This is an overview of a course on Appreciative Education, aiming to equip higher education professionals with asset-based frameworks that promote student and institutional thriving. The course features Appreciative Coaching, Appreciative Advising, Positive Organizational Leadership, and Community Engagement, each grounded in the principles of appreciative practice. The course's innovative design incorporates practical coaching dyads and community service projects, allowing students to engage with diverse populations and address social justice issues. The authors conclude that Appreciative Education is crucial for navigating the complexities of higher education, and educator preparation programs should use asset-based curricula to promote a hopeful future for students and institutions.

### Keywords

Appreciative Education, positive psychology, coaching, advising, community engagement

Referencing the COVID-19 crisis, Armstrong et al. (2020) posed two important questions: “1) how do we sustain our psychological, physical, social and economic capital and wellbeing in a time of great uncertainty; and 2) how do we adapt and create a new existence in an altered reality?” (para. 1). The positive framing of these questions is rooted in frameworks that emerged in the 1990s in reaction to the deficit-based thinking that permeated social psychological and social improvement strategies throughout the latter half of the 20<sup>th</sup> century. Adopting a deliberate approach to building assets remains relevant today, as concerns surrounding personal, social, and institutional well-being are as salient as ever. Indeed, there is a movement within higher education to embrace and enact appreciative frameworks to promote student thriving, build better institutions, affect educational efficacy, and to ultimately contribute to a promising future.

Appreciative Education was primarily rooted in the principles and structure of Appreciative Inquiry (AI). AI emerged in the 1990s as a corrective for the deficit-oriented paradigm of organizational improvement. Subsequently, Bloom et al. (2008) adopted and modified the Appreciative Inquiry framework into a student success model called Appreciative Advising. Following the development of Appreciative Advising, Bloom et al. (2013) articulated a broader lens for applying appreciative approaches to higher education (i.e., Appreciative Education), which Bloom et al. define as “a framework for delivering high-quality education on both an individual and an organizational level” (p. 5). Appreciative Education applies across domains of educational practice in higher education, including academic advising, pedagogy, out-of-class education, social justice, and institutional

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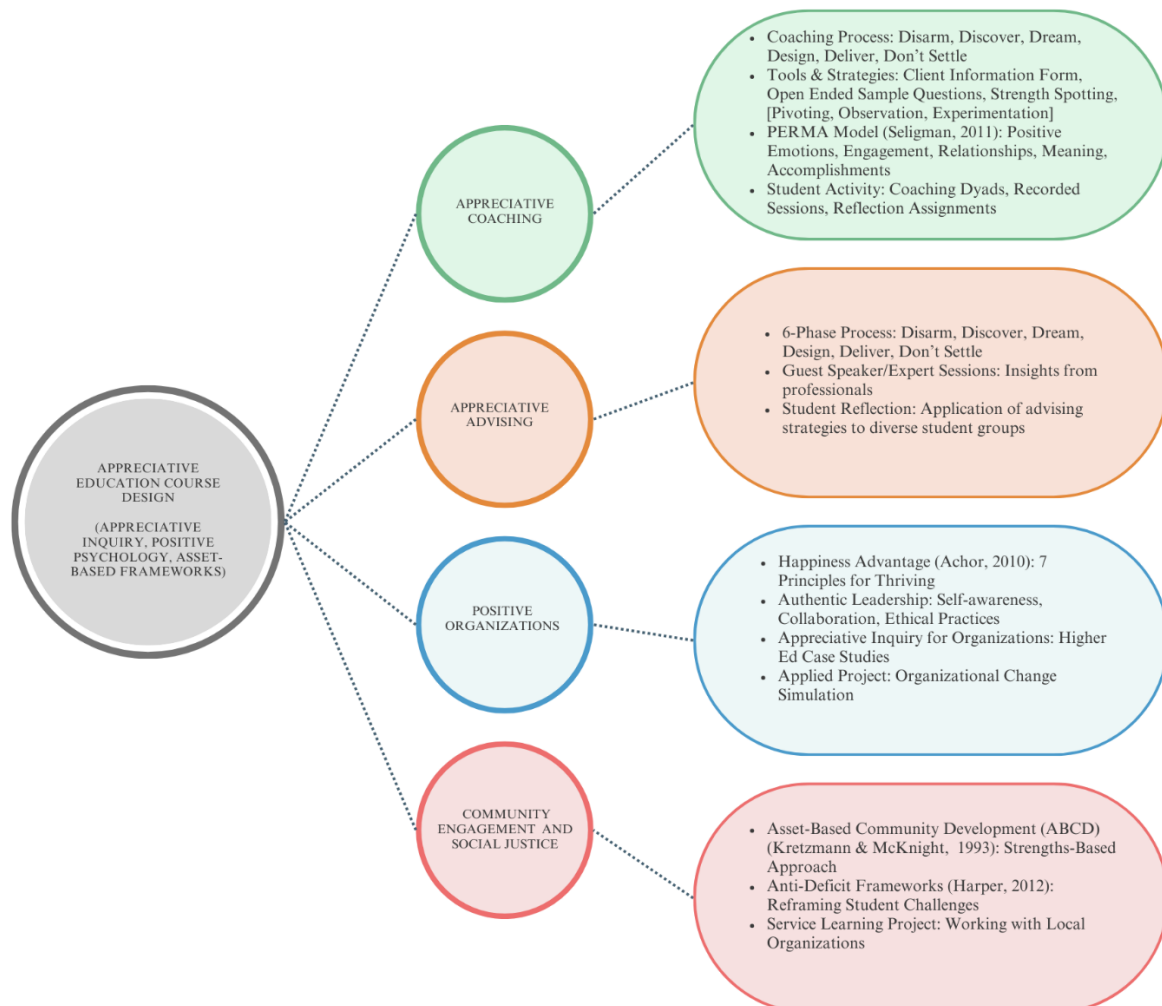
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leadership. Appreciative Education draws from a variety of asset-based frameworks, including Appreciative Inquiry (Cooperrider & Whitney, 2005), Positive Psychology (Seligman, 2011), Positive Organizational Scholarship (Cameron et al., 2003), and Asset-based Community Development (Kretzmann & McKnight, 1993). Each of these frameworks is focused on providing adaptive, asset-based solutions to current, social challenges.

In order to promote efficacious adoption of the many tools of Appreciative Education, some higher education professional preparation programs have begun to design and deliver asset-based curriculum content to aspiring professionals. This article describes a course on Appreciative Education offered in the Higher Education and Student Affairs program at Ohio University. In this article, we describe course components, processes, and purposes that may be considered for adoption by other preparation programs as they equip emerging professionals to fulfill higher education's promise for individual and social adaptation.

### **Appreciative Education Course Design and Application**

The course on Appreciative Education is divided into the following units, which we describe below: Appreciative Coaching, Appreciative Advising, Positive Organizations, and Community Engagement and Social Justice. Within each of these units, students learn both specific skills and tools, as well as general principles that can be applied across domains of practice. That is, the practices and principles applied in each unit are not entirely discrete; rather, they provide lenses and specific strategies that can be applied across domains of higher education practice. The 14-week course begins with an introduction to Appreciative Coaching. There were several reasons for the decision to spend much of the early portion of the course on Appreciative Coaching. The rationale includes: (1) Appreciative Coaching provides a practice-based experience that is relevant to a wide range of students in the class, including early career master's students and mid-career doctoral students; (2) Appreciative Coaching provides an experience-based introduction to the phases of the Appreciative Education model; and (3) Appreciative Coaching provides an structure for introducing and integrating concepts and practices that emerge from Positive Psychology-related research. In summary, practicing coaching simulations establishes an experience-based foundation that enables class members to gain an understanding of the core principles and practices of Appreciative Education. The course design is illustrated in Figure 1.

**Figure 1***Appreciative Education Course Design***Appreciative Coaching: Weeks 1 – 7**

Appreciative Coaching is a generative practice that fosters personal transformation through identifying and channeling one's strengths to enhance long-lasting results (Center for Appreciative Inquiry, 2025, para. 1). Coaching occurs through dyadic (i.e., one-on-one relationships), with the coach facilitating a client's or coachee's transformation process. During the initial seven weeks of the class, students explore the philosophy, structure, and tools of Appreciative Education through the coaching activity. The coaching activity is grounded in Orem et al.'s (2007) Appreciative Coaching (AC) model, which has been adapted for the class by expanding the four phases of Appreciative Coaching to the six phases of Appreciative Advising (see Figure 2). By introducing students to a process built around the 6-D structure, they learn about the logic of the model as it manifests in practice.

**Figure 2***Appreciative Advising Model*

*Note.* Reprinted with permission from the Office of Appreciative Education (<https://www.fau.edu/oae>)

***Coaching Process***

In this coaching journey, students are paired in coaching dyads, with each member of the dyad serving as both coach and coachee with their partner. To the extent possible, students are paired with individuals with whom they are not closely connected; often, the pairing involves individuals from different programs and affinity areas—for instance, a doctoral student and a master’s student, or an international student and a domestic student. The intentional pairing is a strategy to enhance collaborative learning and relationship building, thus enriching engagement within the classroom setting. The process includes conducting and recording five coaching sessions outside of the general class hours. In this adaptation of Appreciative Coaching, students (i.e., “coaches”) begin by disarming their “coachee” and establishing topics of interest to which the coachee aspires. The coach, then, proceeds to engage their partner in a process of surfacing their strengths, values, and high-point experiences (i.e., Discover). Following the Discover phase, students practice Dream and Design, utilizing a variety of appreciative strategies and tools, including those offered by Orem et al. (2007) in their Appreciative Coaching model.

Each coaching session is recorded for evaluation and instruction. Alongside their coaching videos, students submit a one-page mini-reflection on each coaching session. This reflection captures students’ perspectives as they serve as coaches for each coaching activity, an evaluation of their coaching skills (assigned for use in each coaching session), the tools they utilized, and an analysis of how these tools were implemented within the session. Students utilize timestamps from their recordings to illustrate their use of coaching tools in their reflections.

The course information issued to students includes a comprehensive coaching schedule, which provides details about each coaching assignment and the specific week in which those sessions must be completed. Furthermore, a coaching outline is provided to

guide students through their weekly coaching activities, offering instructions on how to approach each session at every stage of the coaching process. This outline includes coaching information and samples of appreciative, open-ended questions in Appendix A, which can assist students in directing their inquiries during coaching sessions.

Throughout the coaching weeks, the class collectively watches time-stamped portions of peers' coaching videos to facilitate group learning. During simulation coaching sessions in class, students observe and analyze their peers' approaches to the Appreciative Coaching activity. They also receive and give constructive feedback on their own coaching videos and those of their colleagues. By engaging in video reviews, the class gains insight into how others utilized certain coaching techniques and engages in self-reflection to identify areas for growth as the students progress to the subsequent phases of their coaching process.

### ***Appreciative Coaching Tools***

Students are provided with a variety of tools to aid in their coaching processes. Some are designated for specific coaching phases, while others are for general use, at the discretion of the coach. Students are asked to reflect on their coaching tool usage in their written summary of each session.

*Client Information Form.* An inventory located in Appendix B of Orem et al.'s (2007) book was adapted for the purposes of the class. This inventory is used in the initial (Disarm) coaching session, and it serves three primary purposes. First, it provides an opportunity for the coachee to reflect on their goals, strengths, and values. Second, it situates the coachee in the positive orientation of appreciative coaching by focusing on strengths and possibilities over problems. Third, it offers a guide for the coach to get to know the coachee as they initiate the process.

*Sample Questions.* One of the key principles of Appreciative Inquiry is Simultaneity, or, "The moment we ask a question we begin to create change" (The Center for Appreciative Inquiry, n.d., para 3). Thus, appreciative questions are at the heart of appreciative processes, such as the coaching method. For the coaching activity, students were provided with lists of common questions by phase (i.e., Disarm, Discover, Dream, etc.). Both Appreciative Coaching questions from the textbook (Orem et al., 2007), and questions from Appreciative Advising (Bloom et al., 2013) are organized by phase, thus helping the coach consider appropriate questions for different stages of the coaching process. Students were also introduced to Strength Spotting (Linley, 2008), a rich resource with Discover questions that the coach could use.

*Coaching Strategies.* The first seven weeks of the Appreciative Education class focus on incorporating various tools, including pivoting, experimentation, and observation, as outlined by Orem et al. (2007). These tools enhance students' understanding and application of AE principles in their coaching exercises. Students demonstrate their understanding of these concepts in all six stages of their coaching exercises; however, due to the salience of the tools, they are emphasized during the Disarm and Discover phases. The tools are: (1) *Pivot*. This concept involves diverting the coachees' focus from what they do not want to what they want (Orem et al., 2007). The coach uses appreciative questions to redirect the conversation. (2) *Observation*. Observation enables clients to reflect on their interactions and behaviors, actively engaging with their environment (Orem et al., 2007). This tool in Appreciative Coaching emphasizes the non-judgmental awareness of oneself. According to the authors, it encourages clients to step back and assess their actions and thoughts to gain a deeper understanding of their own behavior. (3) *Experimentation*. The appreciative approach, which serves as the foundation of appreciative models, is often not a natural or customary way for

people to use. Experimentation is a tool that enables coachees to try out appreciative approaches without requiring them to fully incorporate the approach into their professional practice (Orem et al., 2007). Students often cite the surprising benefit they receive from experimenting with appreciative tools.

*PERMA Model and Positive Psychology Tools.* PERMA is an acronym for a model that evolved from Positive Psychology, as presented in Martin Seligman's (2011) book, *Flourish*. As students learn the coaching process, they are also expected to include PERMA-related tools in their work with the coachee. Examples are illustrated in Appendix A, and are described in the coaching discussion below.

### ***Introducing PERMA in Coaching***

PERMA is an acronym that stands for Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment, which represent the five pillars of flourishing (Seligman, 2011), a core component of Seligman's Well-being Theory (p. 16). Students are introduced to each pillar and related strategies to enrich their well-being during the first seven weeks of the course. Several of these strategies are derived from the discipline of Positive Psychology and are empirically validated interventions that can contribute to individual flourishing. These exercises are initially introduced within the coaching framework, but they have applications to other areas of practice, such as professional development, academic support, supervision, or group development activities that are not explicitly related to coaching. Students actively practice the interventions in their own lives and subsequently apply the knowledge gained from these activities in their coaching dyad.

Specific PERMA-related tools are provided in Appendix A. An example of a tool used is the VIA Strengths assessment (VIA Institute, n.d.). The assessment is used as a tool for the "Discover" process, in which students identify their strengths and values, a core part of the Appreciative Coaching process. In the context of the course, each student completes the VIA Strengths assessment and reflects on its applications during their coaching session, with the help of their coach.

### ***Summarizing Coaching***

Upon finishing all five coaching simulations, students develop a final coaching reflection. This reflection enables students to consolidate their coaching experience in both the roles of coaches and coachees. Within this reflection, students emphasize their coaching experience, articulate their desired areas for growth in their coaching practice, and subsequently outline their intentions to apply the four coaching stages in their future work, whether it be in the immediate or long term. Additionally, students are given the opportunity to provide comments and recommendations on the process, which may be valuable for future classes.

### ***Appreciative Advising: Weeks 8 – 9***

The eighth week of the class marked a transition from coaching to Appreciative Advising (AA), which is an extension of the focus on supporting individual success through appreciative frameworks. As noted in the Appreciative Coaching course section, the six-phase process has been introduced to students, along with AA tools, including appreciative questions that support each phase of the model.

In the Appreciative Advising section of the course, students read a 2013 book chapter by Jennifer Bloom and colleagues, summarizing Appreciative Advising. At times, we have been able to host Dr. Bloom to explain the Appreciative Advising approach. When Dr.

Bloom is not available, we invite other professionals who have been engaged in the Appreciative Advising method as facilitators at the Appreciative Advising Institute.

An aspect of this unit of the course is for students to critically examine how Appreciative Education tools can be applied to students from diverse cultures and identity groups. Accordingly, the course includes a reading on the characteristics of Generation Z students (Seemiller & Grace, 2017). Before the class meeting for this unit, students submit a reflection on: (a) the value of Appreciative Advising given the characteristics of Gen Z, and (b) how Appreciative Advising tools and methods can be shaped for this population. In the class discussion, students are asked to extend this analysis to consider applications of Appreciative Advising to other cultural or identity groups with which they work.

This course unit gives students a rich opportunity to analyze how today's students can benefit from support provided by advisors and other student-facing individuals who are knowledgeable in the Appreciative Advising method. This unit of the course also reinforces students' understanding of AE principles and the six-phase structure.

### **Positive Organizations and Appreciative Inquiry: Weeks 10 - 12**

In the 10th week of class, we transitioned from individual-focused approaches to the application of appreciative models in organizational change and leadership. There were three primary components of this unit of the class: (a) Motivational models of human behavior, addressed in Shawn Achor's (2010) book, *The Happiness Advantage*; (b) Positive and Authentic Leadership Models; and (c) an Appreciative Inquiry application with a student organization (e.g., Environmental Sustainability).

#### ***The Happiness Advantage***

*The Happiness Advantage* (Achor, 2010) is an engaging text that provides ideas from recent social psychological research, focused on promoting thriving individual and organizational behavior. The book presents seven principles that "fuel performance at work." It provides an important bridge between theories of individual motivation and success to organizational flourishing. For example, students learn about the fourth principle, "Falling Up," which highlights pathways available when facing challenges and adversity. Achor (2010) explained the option of choosing an upward path with a positive outlook, rather than dwelling on current difficulties or predicting a worse outcome. The students reflect on the principles from Achor's book to understand how they can be integrated into their work in student affairs and higher education leadership, fostering a positive approach to addressing challenges in higher education.

The book chapters are divided among students to present to the class. Students examine how these principles can be applied in student-facing and leadership-related positions in higher education. This approach ensures that everyone gains an understanding of the significance of each principle and its potential impact on their personal growth and development as higher education professionals. This helps students grasp the importance of applying these principles to their overall well-being and work performance.

#### ***Positive and Authentic Leadership Models***

In Week 11, students explore appreciative practices of leadership, focusing on collaborative and positive leadership (Cameron et al., 2003). Hence, approaching an issue from an Appreciative Inquiry perspective involves not only the strength of students' positions as leaders, but also the strength of all other stakeholders (Mather & Hess, 2013). The concept of Positive Leadership aims to educate students about the benefits of a collaborative approach

to leadership, utilizing appreciative and change-oriented strategies. Cameron et al.'s (2003) approach prioritizes self-awareness, involvement, and valuing the contributions of others.

Similarly, Authentic Leadership models draw from positive organizational psychology to enhance individuals' leadership skills. As such, the Authentic Leadership approach centers on how one's unique constellation of strengths and values can be leveraged to further an organization's mission and values (Luthans & Avolio, 2003). "The authentic leader is confident, hopeful, optimistic, resilient, transparent, moral/ethical, future-oriented, and gives priority to developing associates to be leaders. The authentic leader is true to [oneself] and the exhibited behavior positively transforms or develops associates into leaders themselves" (Luthans & Avolio, 2003, p. 243). Accordingly, this course unit engages students in considering how the outcomes of the Discover work conducted in the coaching sessions can apply to their respective areas of professional practice.

The appreciative approach to authentic leadership represents the general focus of Appreciative Education on mitigating the natural tendency to focus on problem mitigation and, instead, leveraging the gifts and talents that can be built upon to generate success. Authentic Leadership brings the Appreciative Inquiry framework to the surface with its focus on fostering collaboration and encouraging the exploration of potential pathways for growth and improvement.

### ***Appreciative Inquiry***

While students learn the principles and phase-based structure of Appreciative Inquiry during the coaching process, the class also explores the organization-centered application of the framework. Students learn that the Appreciative Inquiry model grew out of a study of effective organizational change approaches (Cooperrider & Whitney, 2005). A case study of an application in higher education is used to illustrate how the method can be applied to organizational change (Mather, 2023).

At this point in the semester, students conduct a hands-on Appreciative Inquiry project with a student organization or university administrative office. One such project was conducted with the university's sustainability office and a sustainability-focused student organization. Students serve as facilitators for the Appreciative Inquiry process, applying concepts they learned from the course.

Following the completion of the applied Appreciative Inquiry project, students then share their experiences as part of a reflection on Appreciative Inquiry. It is crucial to provide an opportunity to reflect on their experiences and establish a connection between their understanding of classroom resources on AI and their practical knowledge in the field. An overview of the activities in the applied project is illustrated in Appendix B.

### **Community Engagement and Social Justice Approaches: Week 13**

The final component of the course involves the application of Appreciative Education to social justice and community-service activities. The foundation of the service-based approaches draws primarily from the Asset-based Community Development (ABCD) framework (Kretzmann & McKnight, 1993). Much like both Positive Psychology and Appreciative Inquiry, ABCD emerged in the 1990s in response to the shortcomings of deficit-based models of change. The ABCD model is based on both asset-based principles and applied strategies (Collaborative for Neighborhood Transformation, n.d.). Students learn core ABCD responsibilities, including: "Everyone has gifts, and gifts need to be discovered"; "the wider community needs to be engaged as actors, not just recipients"; "asking questions rather than giving answers invites stronger participation" (Collaborative, n.d.). In addition to

principles, students are introduced to ABCD strategies, which include asset-mapping strategies and the Open Spaces approach to identifying and developing specific project plans (Lewis, 2011).

The ABCD focus on building on strengths that are evident in high poverty communities parallels anti-deficit models of working with students that are often labeled “high risk.” Shawn Harper’s (2012) anti-deficit model in working with Black males in higher education serves as a powerful illustration. Harper (2012) states, “The [anti-deficit] framework inverts questions that are commonly asked about educational disadvantage, underrepresentation, insufficient preparation, academic underperformance, disengagement, and Black male student attrition” (p. 5). Students study Harper’s model and consider how it might be integrated into their own student-facing practice.

Students are then introduced to a six-phase model of appreciative community service, providing another example of how the six phases can be implemented in a new format. This practice is illustrated in an article by Mather and Konkle (2013), which integrates the six phases with a social problem with tools and principles from ABCD. Students find value in this resource as it not only brings together two different approaches within the AE framework, but it also provides a new context for applying Appreciative Education.

By this point in the semester, students have established a solid foundation in Appreciative Education principles. As they consider the power of the ABCD tools and approaches, they are invited to examine the ABCD principles and strategies, comparing and contrasting them with other Appreciative Education strategies. This process helps students gain an understanding of the commonalities across appreciative approaches and develop a richer grounding in the practices and principles that can be applied across various contexts, including coaching, advising, leading, and serving.

### **Capstone Experience: Week 14**

In the final week, students create and present an application of Appreciative Education to their professional practice. This capstone experience allows students, either individually or in groups, to incorporate principles and tools learned throughout the semester into their work. The product is expected to be delivered in front of their peers, and is accompanied by a paper that includes the following: project aim (including desired outcome), description of the context of the project delivery, detailed schedule of activities, and connection to the relevant Appreciative Education theories, principles, and concepts.

### **Conclusion**

The purpose of this article is to illustrate a semester-long graduate-level Appreciative Education course. The course is designed to build a foundational understanding of how Appreciative Education can be leveraged in various domains of higher education practice, including coaching, advising, leadership, community engagement, and social justice education. Our approach to the course is to introduce a wide array of related concepts and practices, accompanied by reflective activities that enable students to deepen their understanding of how Appreciative Education tools can be applied in their work. Through these introductions to potentially rich practices, we hope that students will continue to sample, explore, and reflect on the strategies and tools provided in the course. We have also found that the course is valuable in creating a community of students and professionals who develop a common language around a powerful model of practice.

The course description provided in this article offers a useful example for academic programs and instructors as they consider how to incorporate opportunities for students to

develop flourishing practices into their work with students and colleagues. We return to the point made at the beginning of this article—that is, Appreciative Education provides a valuable set of tools for addressing the needs of today’s student population. As students navigate the complexity and challenges of the 21st Century, an appreciative educational approach can enhance the possibilities of a hopeful and thriving future.

**Declaration of Conflicting Interests**

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

**Funding**

The authors received no financial support for the research, authorship, and/or publication of this article.

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## Appendix A

## PERMA and Coaching Techniques

PERMA	Meaning of Terms	Description	Coaching Concepts	Tools
P – Positive Emotions	Positive Emotions are the first pillar of PERMA. It aligns with Disarm by ensuring that the coaching process focuses on highpoint experiences.	First element of happiness	Disarm Phase	<p><b>Positive Emotions (Batista, 2014)</b>  <a href="https://www.edbatista.com/files/2014/Lyubomirsky-Person-Activity-Fit-Diagnostic.pdf#:~:text=ability%20to%20influence%20our%20level%20of%20happiness%20by%20engaging">https://www.edbatista.com/files/2014/Lyubomirsky-Person-Activity-Fit-Diagnostic.pdf#:~:text=ability%20to%20influence%20our%20level%20of%20happiness%20by%20engaging</a></p> <p><b>Open-ended Questions Examples:</b>  Describe your three greatest accomplishments to date.  What made these accomplishments stand out for you?  Who are, or have been, your major role models?  What are the five most positive things in your life?</p>
E -Engagement	Engagement relates to how clients understand their strengths in relationship with their activities.	Absorbing life moments as they happen	Discover(y) Phase	<p><b>VIA Strengths Assessment:</b>  <a href="https://www.viacharacter.org">https://www.viacharacter.org</a></p> <p><b>Clifton Strengths Assessment:</b>  <a href="https://www.gallup.com/cliftonstrengths/en/252137/home.aspx">https://www.gallup.com/cliftonstrengths/en/252137/home.aspx</a></p>

R - Relationships	Relationships are a key aspect of client well-being and are often an important dimension of their dreams.	Positive Connections	Dream Phase	<p><b>Future Best Self Activity:</b> Write a detailed account of what you see as your best day 5 years from now--from the time you get up to the time you go to bed. What wakes you up? What do you do first (go for a cup of coffee? What kind?). Who is with you (general or specific)? What are you talking about? What are your activities? What do you have for lunch? Do you exercise/stretch/meditate/etc.? If so, when? Remember to imagine this as your best day.</p>
M - Meaning	Meaning relates to the vitality of the clients' dreams.	Belonging & Sense of Purpose	Dream Phase	<p><b>Meaning and Purpose Video</b> (TEDx Talks, 2016) <a href="https://youtu.be/MfwIFWrUGdI">https://youtu.be/MfwIFWrUGdI</a></p> <p>Draw a picture of your future dream. This should not be a specific illustration of your future self/life, but a metaphor that explains the spirit of your future life. Do you see yourself as a boat on rough waters? A forest that is bolstered by an interdependent community of beings? A house with diverse rooms? Be prepared to tell your coaching partner why you have chosen this rendering.</p>
A- Accomplishments	Accomplishments relate to the application of motivation and competence in fulfillment of goals.	Mastery & Competence	Destiny/Deliver	<p><b>Motivation Video</b> (Pink, 2009) <a href="https://www.ted.com/talks/dan_pink_the_puzzle_of_motivation?language=en">https://www.ted.com/talks/dan_pink_the_puzzle_of_motivation?language=en</a></p>

## Appendix B

## Illustration of Appreciative Inquiry Application at Ohio University Sustainability Network (SN) Project

Component	Team and Direction	Task	Goal
<b>Pre – SN Project Classroom Education</b>	Representative (Ohio University Sustainability Network)	Educate students on the background of the project and the desired goal.	Apply the key principles of AI with a sustainability project in focus. Create a desired design for environmental sustainability. Enhance sustainability on the Ohio University Campus.
<b>AI Group-Allocation</b>	3-4 students in a group	Strategic facilitation to engage all stakeholders. Each group leads a discussion under one of the D's that represent the AI process.	Ensure participants' comprehension of AI process with Sustainability in focus. Ensure participants understand the expectation of their involvement.
<b>Affirmative Topic</b>	<i>Creating a Sustainable Campus Environment</i>		
<b>Discover</b>	Probe discovery phase questions pertaining to the project. Discuss in small groups to form themes. Large group discussion to identify common themes.	<p>Divide participants into groups to brainstorm about motivation, hope, and aspirations related to sustainability. Lead participants to share ideas and identify common themes from the brainstorming session. Ask open ended questions on the motivation of participants involvement in sustainability.</p> <ol style="list-style-type: none"> <li>1. Sustainability interest.</li> <li>2. Project participation and participant's view of today's sustainability.</li> <li>3. Personal positive experiences with sustainability.</li> </ol>	Uncover strengths, passion, and high-point experiences. Set the stage for subsequent AI phases.

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<b>Dream</b>	For this part of the activity, a large poster board or paper will be needed to help with designing the dream.	Adopt the WOOP (Wish, Outcome, Obstacles, Plan) framework (Oettingen, 2015) to articulate participant goals, identify potential roadblocks, and develop workable solutions. Probe participants' vision of a sustainable campus environment via sketches, stories, skits, commercial songs, and poems. Lead participants to make provocative statements about sustainability efforts and possibilities—then guide the group in crafting a hopeful image of a sustainable campus environment. Lead participants on how their strengths and values support the organization's sustainability initiative.	Motivate participants to envision Ohio University's future. Help shape the organizational change process with possibilities and aspirations in focus.
<b>Design</b>	Will need to print out the worksheets for all members to be able to use for this part of the activity	Generate a worksheet on designing pathways for achieving overall goals (project ideas, categorizing opportunities, collaboration on initiatives)—guide participants on the layout plan to achieve the goal. Help participants identify obstacles to achieving their goals. Highlight the campus community's shared commitment to sustainability and their individual efforts to make a difference.	Guide participants in establishing a structured action plan for their ideas and themes. Direct participants to translate the envisioned future into concrete plans for organizational change.

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