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„Positive Online Group Coaching:
An Intervention Aiming to Improve Well-Being in Subclinical Adults
– an RCT Intervention Study"

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Foreword

This thesis is based on a project which was conceived and executed in close collaboration with Sophia Ohliger, B.Sc., who dedicated her master's thesis to the same topic. The present thesis focuses on the effectiveness of the conceived intervention on different positive outcome variables, like psychological well-being, subjective well-being, gratitude, and self-efficacy. In contrast, the work of Ohliger seeks to examine the effectiveness regarding depressive symptoms, negative affect, stress, worries, and somatic symptoms. Nevertheless, both works share the examination of similar influencing variables and refer to the same qualitative data, which might result in certain overlapping. Despite possible content-related overlapping and similarities, this work was written completely independently.

I would like to take this opportunity to thank my project partner, Sophia Ohliger, without whom the realization of this study would not have been possible. Furthermore, I would like to express my gratitude to Prof. Dr. Laireiter, who gave us the opportunity to carry out this great project and who showed us a lot of trust.

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Positive Online Group Coaching: An Online Group Intervention Aiming to Improve Well-Being in Subclinical Adults

Due to numerous challenges caused by the direct and indirect effects of the COVID-19 pandemic, the global mental health burden has increased drastically in the past two years, comparing the prevalence of common mental disorders before and after the outbreak (Bäuerle et al., 2020; Czeisler et al., 2020; Pierce et al., 2020; Winkler et al., 2020). Risk factors, like fear, stress and unemployment are increasing, while protective factors, like social contact and a feeling of safety and control, are shrinking (Organisation for Economic Co-Operation and Development, 2021). Consequently, studies in multiple countries show a significant increase in depression and anxiety symptoms, distress as well as a decrease in psychological well-being (Ettman et al., 2020; Luo et al., 2020, Rajkumar, 2020). These numbers show the need for effective mental health prevention and recovery programs to enable people to take care of their mental health and provide them with a basis to live a happy and healthy life. These programs not only need to be effective, efficient, evidence-based, and suitable for everyday life, but also accessible for everyone, despite of age, location, and social background. Current research shows significant evidence for the effectiveness of Positive Psychology Interventions (PPIs) and the potential of e-mental-health interventions as a major tool in meeting these demands (Carr et al., 2020; Hendriks et al., 2020; Wind et al., 2020).

Therefore, the main aims of this work are the conception, execution, and evaluation of a digitally delivered coaching program based on combined PPIs aiming at improving well-being and reducing psychological distress in subclinical adults. An additional aim is the exploration of different influencing variables on the examined effects. Therefore, the theoretical background is structured in four parts: The first part will be about why improving well-being is reasonable. Therefore, the author will briefly introduce the psychological field of Positive Psychology (PP) and its potential for improving mental health as well as give an overview about the central theories and conceptions of well-being. The second part will be about how to increase well-being. Therefore, the author will discuss PPIs, their mechanisms of action, their empirical standing, influencing factors on their effectiveness, as well as their potential in the context of group coaching and e-mental-health. Ensuing, the third part will be about the conceived Positive Online Group Coaching (POGC) which is the core subject of this study. Therefore, the author will describe previous attempts on online group coachings, present the content of the conceived POGC and deduce its potential for facing the current

bottle neck situation in mental health care supply. Lastly, the research questions and hypotheses for the present study will be deduced from the current state of research.

Theoretical Background

Positive Psychology: What is it, and why do we Need it?

The evidence of the positive effects of well-being on mental and physical health is clear. Research shows that systematically building on strengths and good qualities in people contributes more to preventing mental disorders than just correcting weaknesses (Seligman, 2002). Building and using one's strengths, rather than repairing damage, was found to buffer against mental disorders, confer resilience, and successfully prevent psychopathology like depression and anxiety (Rashid & Seligman, 2018). People who often experience positive emotions are more likely to flourish, meaning a state of well-being and optimal human functioning, because positive emotions are assumed to broaden the mindset contributing to building mental resources and resilience (Fredrickson, 2009, 2013). Moreover, there is evidence for numerous positive outcomes of well-being regarding physical health, including increased longevity, fewer relapses, as well as reduced stress reactions. This underpins the important role of psychological approaches focusing on strengths, happiness, and well-being for mental health and prevention of pathology (Bucher, 2018; Chida & Steptoe, 2008; Lamers et al., 2012; Ruini & Ryff, 2016; Su et al., 2014; Wood & Joseph, 2010).

Positive Psychology is such an approach. It is a field of psychology, which seeks to scientifically understand, measure, and build characteristics that make life worth living (Blickhan, 2018). The primary mission of PP is to support people at reaching well-being, happiness, satisfaction, and meaning in life, as well as to help them to realize and use their strengths, experience positive feelings, and contribute to a positive community (Blickhan, 2018; Seligman & Csikszentmihalyi, 2000). Therefore, a central aim of PP is the development and evaluation of so-called *positive psychology interventions*, which are systematic approaches aiming at increasing positive feelings, behaviors, and cognitions by targeting one or multiple components of well-being (Blickhan, 2018; Hendriks et al., 2020; Rashid, 2009). In the following section, we will take a closer look at the conception and components of well-being before going into more detail about PPIs.

Theories and Core Concepts of Well-Being

Well-being, happiness, flourishing, thriving - there are many different terms and theories regarding the multidimensional and complex concept of well-being which are partly very similar yet distinct. This paragraph will introduce some of the most dominant well-being theories and associated concepts.

Subjective and Psychological Well-Being

Many of the common well-being theories are based on the philosophical tradition of differentiating between two conceptualizations of well-being (Lambert et al., 2015): *Hedonia*, as the pursuit of pleasure (Ryan et al., 2008) and *eudaimonia*, as living a meaningful life and realizing one's own potential (Russell, 2013). Diener's theory of *subjective well-being* (SWB) essentially matches the concept of hedonic well-being, stating that SWB is reached by (1) having high levels of positive affect, (2) low levels of negative affect, as well as (3) being satisfied with one's life (Diener, 1984). SWB is also often used interchangeably with the commonly used term *happiness*.

Eudaimonia, on the other hand, was coined in ancient Greek philosophy by Aristotle and refers to living a good and virtuous life (Russell, 2013; Ryan et al., 2008). Psychologically, eudaimonic well-being is referred to as living a meaningful life and realizing one's potential through the use of one's talents and virtues as well as through self-actualization and identity development (Frank, 2017). In modern psychology, eudaimonic well-being is often interchangeably used with the term of *psychological well-being* (PWB) (Lambert et al., 2015). In her multidimensional approach, Ryff (1989) postulates six dimensions of PWB: (1) autonomy, standing for being self-determined and independent, (2) environmental mastery, standing for feeling competent in coping with challenges, (3) personal growth, standing for self-development, (4) positive relationships, standing for being able to have warm and caring relationships, (5) purpose in life, standing for having meaningful life goals, and (6) self-acceptance, standing for a positive attitude to oneself. Research supports that these six dimensions successfully predict well-being (Ryff, 2014).

Self-Determination Theory

Another important well-being theory that can be counted among the theories of eudaimonic well-being is the *self-determination theory* (SDT) by Ryan and Deci (2000) (Lambert et al., 2015). SDT considers three basic psychological needs which must be satisfied to reach optimal well-being, namely (1) competence (the feeling of acting efficient and effective to reach goals), (2) autonomy (having control and choice regarding one's actions), and (3) relatedness (the feeling of belonging to other people) (Ryan & Deci, 2000). Both theories are overlapping, but in SDT, well-being is *fostered* by autonomy, competence, and positive relationships, while in PWB, these concepts *define* well-being, together with personal growth, purpose in life, and self-acceptance (Lambert et al., 2015).

Hedonic and eudaimonic theories of well-being reflect different aspects of well-being, and neither of them alone can constitute a complete understanding of the concept (Carlisle et

al., 2009). Therefore, some approaches combine different theories, seeking a more comprehensive approach, like the theory of Flourishing by Keyes (2002; 2005) and Seligman's PERMA model (2011).

Flourishing

Flourishing is defined as feeling good and functioning well (Keyes & Annas, 2009) and combines the theories of SWB and PWB with an additional third component. The result is a complex construct consisting of three components: (1) *hedonic well-being*, matching Diener's concept of SWB, (2) *eudaimonic well-being*, matching Ryffs (1989) concept of PWB, and (3) *social well-being*, which Keyes defines through social acceptance, social actualization, social contribution, coherence, and integration (Keyes, 2002). Furthermore, Keyes adds a second dimension to the model, stating *languishing* as the opposite of flourishing, describing people who are not feeling and functioning well (Keyes, 2002).

PERMA

The PERMA model by Martin Seligman (2011), is a revision of his authentic happiness theory (2002) and also combines a eudaimonic with a hedonic approach (Seligman, 2002; 2011). Together with the concept of character strengths (Peterson & Seligman, 2004), which will be discussed in the following section, the PERMA theory of well-being builds the theoretical basis for the Positive Online Group Coaching (POGC). The model contains the original three components of the authentic happiness theory: Positive emotions (P), engagement (E), and meaning (M) and adds two additional components: Positive relations (R) and accomplishment (A). PERMA theory is a descriptive rather than prescriptive model and describes five elements of well-being representing different measurable pathways people are using to flourish (Seligman, 2011).

Positive emotions represent the hedonic dimension of well-being, referring to the experience of positive emotions about the past (e.g., satisfaction, contentment, fulfillment, pride, serenity, gratitude), present (e.g., savoring, mindfulness, happiness), and future (e.g., hope, optimism, faith, trust, confidence) (Rashid & Seligman, 2018). One way to foster positive emotions is by savoring (Bryant, 2003). *Savouring* is defined as a mindful process of acknowledging and appreciating the positive experiences in one's life (Bryant, 2003). When savoring is practiced with friends and family, it is also able to deepen these relationships (Bryant, 2003).

Engagement stands for immersing deeply in activities that utilize the own strengths in a way that creates a feeling of flow, an optimal state characterized by being completely absorbed and intrinsically motivated (Csikszentmihalyi, 1990). This element stems from

Csikszentmihalyi's flow theory (Csikszentmihalyi, 1990), another essential eudaimonic well-being theory. One way to foster engagement is by identifying and using one's character strengths, which will be referred to in the next section (Seligman, 2002).

The element of *positive relationships* is characterized by having high-quality, secure, and trusting relationships. Humans are social beings and spend most of their time in direct or indirect company of others (Rashid & Seligman, 2018). Evidence certainly shows that high-quality positive interactions buffer against psychological disorders, especially depression (Fisher & Robinson, 2009). Furthermore, secure relationships are highly associated with positive health indicators, like a longer life expectancy (Holt-Lunstad et al., 2010). Learning about each other's strengths is one way to foster a kind of genuine care by promoting empathy and appreciation for the other person's actions and intentions (Rashid & Seligman, 2018). Another way to foster positive relationships is by engaging in self-disclosure in a constructive and positive manner and sharing positive events (Rashid & Seligman, 2018). Sharing positive events is associated with greater positive affect that goes beyond the valence of the event itself (Langston, 1994). Active constructive responding is associated with increased positive affect and well-being, secure bonding, enhanced intimacy, increased daily happiness, and reduced conflict (Gable et al., 2004; Lemay et al., 2007).

Meaning refers to the feeling of belonging to and serving something that is greater than oneself (Rashid & Seligman, 2018). A sense of meaning helps people set long-term life goals and determines well-being, resilience, and quality of life (Frankl, 1973). A sense of meaning and purpose in life can be fostered by actively using one's signature strengths, having close relationships, acting/behaving in an altruistic way, engaging in social actions or having a sense of spirituality (Rashid & Seligman, 2018).

Lastly, *accomplishment* refers to pursuing success, mastery, competence, and achievement by striving at intrinsically motivated, meaningful goals. This requires using one's strengths actively and strategically (Rashid & Seligman, 2018).

Using one's character strengths plays a significant role in PERMA theory, which leads directly to another core concept of PP, character strengths.

Character Strengths

Character strengths are defined as a set of positive qualities that manifest in thoughts, feelings, and behavioral patterns and are stated to be the basic elements of a good life and the pathway to reach the different components of well-being (Park & Peterson, 2010; Seligman, 2011). Character strengths describe measurable and distinct traits, which are morally valuable (Park & Peterson, 2009). They are stated to be applicable irrespective of the cultural context,

do not cause envy but appreciation when acknowledged in others, and foster positive outcomes like personal fulfilment, satisfaction, and happiness when used (Peterson & Seligman, 2004). Petersen and Seligman (2004) identified and classified 24 character strengths which they assigned to six superordinate virtues: (1) Wisdom and knowledge, (2) courage, (3) humanity, (4) justice, (5) temperance, and (6) transcendence. This list of 24 character strengths, also known as "VIA" (Values in action), is the basis of a strengths classification which can be found in Table 1 (Peterson & Seligman, 2004).

Every person has their individual profile of character strengths which are more or less pronounced and with which an individual identifies more or less (Niemiec, 2019). The strengths a person identifies with most and represent a part of their personality and self-image are called *signature strengths* (Blickhan, 2018). They are characterized by five criteria: (1) they are perceived as a part of the self, (2) it brings joy to use them (in a new way), (3) one is successful while using them, (4) one wants to find new and creative ways to use them, and (5) using them often results in a feeling of flow and competence (Blickhan, 2018).

Using one's strengths is associated with numerous positive outcomes. It is correlated with higher life satisfaction, enhanced subjective and psychological well-being, as well as every core element of flourishing and the PERMA model (Niemiec, 2019; Rashid & Seligman, 2018; Seligman, 2011). Linley and colleagues (2010) also found the use of signature strengths to be associated with the fulfillment of the three basic psychological needs of the self-determination theory (Ryan & Deci, 2000), which is in turn associated with enhanced well-being. Park and Peterson (2006) designed an online survey to assess strengths based on the VIA taxonomy: The VIA Character strengths survey (*VIA Character Strengths Survey & Character Reports | VIA Institute*, n.d.). It is a free, psychometric valid, and reliable online survey, measuring the 24 character strengths (Niemiec, 2019). After taking the survey, participants receive a ranking list of their strengths, ranked from the most to the least pronounced (Niemiec, 2019). Research showed that completing the VIA survey can not only be used to point out personal strengths but also serves as an autonomous intervention to foster happiness and protect against depression (Seligman et al., 2005).

Table 1

Character Strengths and Virtues

Virtues	Character strengths
(1) Wisdom and knowledge	1. Creativity
→ cognitive strengths	2. Curiosity
	3. Open-mindedness
	4. Love of learning
	5. Perspective
(2) Courage	6. Bravery
→ emotional strengths	7. Persistence
	8. Integrity
	9. Vitality and zest
(3) Humanity	10. Love
→ social strengths	11. Kindness
	12. Social intelligence
(4) Justice	13. Citizenship and team-work
→ social strengths	14. Fairness
	15. Leadership
(5) Temperance	16. Forgiveness and mercy
→ protective strengths	17. Humility and modesty
	18. Prudence
	19. Self-regulation
(6) Transcendence	20. Appreciation of beauty and excellence
→ spiritual strengths	21. Gratitude
	22. Hope and optimism
	23. Humor and playfulness
	24. Spirituality

Note. Classification by Peterson & Seligman (2004).

In this work, special attention is paid to the virtue of *gratitude,* which is a foundational element for well-being and mental health (McCullough et al., 2002). Gratitude is defined as "an experience of thankfulness, which entails noticing and appreciating the

positive things in life" (Rashid & Seligman, 2018). Grateful people are aware of the good things in life and are thankful for them (Niemiec, 2019). Moreover, they take time to express gratitude actively (Niemiec, 2019). Accumulating evidence shows gratitude's positive relationship to subjective well-being (McCullough et al., 2004; Watkins et al., 2003; Wood et al., 2008), positive affect (Bartlett & DeSteno, 2006; Froh et al., 2009), positive social interactions (Bartlett & DeSteno, 2006), empathy, forgiveness, and prosocial behavior (McCullough et al., 2002). The active expression of gratitude can also strengthen relationships (Blickhan, 2018).

Self-Efficacy

As a central element of his social cognitive theory, self-efficacy was first described by Albert Bandura in 1977 (Bandura, 1977). It is defined as an individual's subjective belief in their capacity to successfully cope with adversity and critical situations in various domains of human functioning (Schwarzer, 1992; Schwarzer & Jerusalem, 1995). Self-efficacy constitutes a positive resistance resource and the foundation of human motivation, performance accomplishments, as well as emotional well-being and is also considered as having the ability to predict behavioral changes produced by different kinds of treatments, including such as psychotherapy and other mental health interventions (Bandura, 1977, 2006; Schwarzer & Jerusalem, 1995). High self-efficacy is associated with stronger beliefs in one's competence, more stamina, lower risk for depression and anxiety, higher accomplishment, as well as more tolerance against set-back (Blickhan, 2018). Self-efficacy and positive behavioral results were found to reinforce each other (Blickhan, 2018).

The Sustainable Change Model

Is it even possible to train and sustain happiness and well-being? According to research by Lyubomirsky and colleagues (2005), individual differences in happiness are governed by three major factors: (1) *genetic predispositions*, which constitutes about 50% of a person's subjective happiness, and are called the "happiness set-point", (2) *happiness-relevant circumstantial factors*, meaning positive life-circumstances which cannot be controlled, which constitute about 10% of the individual differences, and (3) *happiness-relevant activities and practices* constituting the last 40%. This 40% of the individual differences in happiness can be shaped by one's own actions. Actively implementing these happiness-relevant activities and practices is stated to be an effective way to increase well-being (Lyubomirsky et al., 2005). *Positive psychology interventions* (PPIs) represent exactly such *happiness-relevant activities and practices*, which are the core of the conceived coaching program and will be discussed more closely in the following paragraph.

Positive Psychology Interventions (PPIs): How to Foster Well-Being

Definition

PPIs are systematic approaches aiming to increase positive feelings, behaviors, and cognitions by targeting one or multiple components of well-being (Hendriks et al., 2020; Rashid, 2009). Currently, there is no consistent definition of a PPI (Parks & Biswas-Diener, 2013). There are *broader definitions* viewing PPIs as evidence-based interventions, with the primary goal of increasing well-being, which have been found in any field of psychology before and since the founding of PP (Parks & Schueller, 2014). N*arrow definitions* limit PPI's to interventions that are explicitly labeled as such and have been developed since the founding of PP (Bolier et al., 2013). Aiming at a comprehensive definition and clear guidelines to classify PPIs, Parks and Biswas-Diener (2013) suggest a set of three criteria, integrating previous, on their own insufficient, definitions (Seligman et al., 2004, 2006; Sin & Lyubomirsky, 2009). First, they state that PPIs focus on the positive aspects of human life, intending to build positive variables like positive emotions, gratitude, or meaning. Second, there must be empirical evidence that the intervention is based on positive-psychological mechanisms of action and successfully manipulates the target variable(s). This could be, for example, by building strengths, gratitude, or positive emotions. Third and finally, there has to be empirical evidence, that improving the target variable will lead to positive outcomes, e.g., subjective well-being, for the target population (Parks & Biswas-Diener, 2013). From a practical view, PPIs should be simple, effective, suitable for everyday use, and cause positive changes quickly (Blickhan, 2018). PPIs equally aim at sub-clinical and clinical populations and are therefore applicable in coachings, self-help interventions, as well as psychotherapy (Rashid, 2009). In this work, the focus will be on the first two application areas.

Single and Multiple Component PPIs

In general, two categories of PPIs can be differentiated. On the one hand, PPIs targeting one component of well-being are called *single component PPIs*. An example would be the "Gratitude journal", which focuses exclusively on gratitude (Seligman et al., 2005). On the other hand, there are *multiple component PPIs* that contain various individual, evidence-based exercises, targeting multiple hedonic and eudaimonic components of well-being (Hendriks et al., 2020). An example would be an intervention targeting the well-being components stated by PERMA theory, like Positive Psychotherapy (PPT) by Rashid and Seligman (Rashid & Seligman, 2018; Seligman, 2011) or the POGC, which was conceived within the scope of this work.

Short-Term and Long-Term Effectiveness

The latest meta-analysis regarding the general effectiveness of PPIs of Carr et al. (2020) included 347 studies, with over 72,000 participants from clinical and non-clinical samples, including adults and children from 41 countries. They evaluated the effects of single and multiple component PPIs, with an average of ten sessions over six weeks, offered in various contexts and formats (Carr et al., 2020). Their results showed that PPIs yield small to medium effect sizes regarding well-being (Carr et al., 2020). The effects were shown to be sustained at three months follow-up and slowly washed out at seven months follow-up, where only small effect sizes remained (Carr et al., 2020). PPIs were also found to be significantly more effective than cognitive behavioral therapy and treatment as usual in increasing well-being (Carr et al., 2020). Larger effects have been found in studies considering not only RCTs but also quasi-experiential approaches, adopting a broader definition of PPIs (Sin & Lyubomirsky, 2009). Smaller effects have been found in studies considering only RCT's, adopting a more narrow definition of PPIs (Bolier et al., 2013). Moreover, larger effects were found when PPIs were compared to no intervention or a waiting-list control group than compared to an alternative intervention control group (Carr et al., 2020).

In another meta-analysis, Hendriks et al. (2020) focused especially on the efficacy of multi-component PPIs, considering 50 RCTs, including clinical and non-clinical populations. Their findings support the effectiveness of multi-component PPIs in improving mental health, reporting small to moderate effects regarding subjective well-being and psychological well-being, which were still significant at one to 12 months follow-up (Hendriks et al., 2020). No significant moderating variables have been found (Hendriks et al., 2020).

Mechanisms of Action

Following Biswas-Diener (2010) and Rashid (2009), evolutionarily, people tend to focus more on negative experiences and emotions because they represent danger and ensure survival in critical situations. Today, these critical situations rarely threaten our lives, yet our focus remains biased. The mechanism of action of PPIs, operates through the *reeducation of attention and memory* on the things that are good in life to rebalance this *negativity bias* (Rashid, 2009). In general, PPIs mirror thoughts, feelings, and habits of naturally happy people and, therefore, help implement habits of positive thinking, feeling, and behaving (Lyubomirsky & Layous, 2013).

In their *positive activity model,* Layous and Lyubomirsky (2013) summarize the mechanisms of action of PPI's. They state that PPI's, lead to increased well-being via generating (1) positive emotions, (2) positive thoughts, (3) positive behaviors, and (4) need

satisfaction. Their model also categorized different working factors on the effectiveness of PPIs.

Working Factors

According to the *positive activity model* of Lyubomirsky and Layous (2013), the effectiveness of the intervention on well-being is influenced by (1) the *features of the intervention* (e.g., their dosage, variety, and delivery), (2) the *features of the individual* (e.g., their motivation, and effort), and (3) the *person-activity-fit* (how well an intervention suits the individual person). These considerations are supported by the findings of Carr et al. (2020), who identified various variables that moderated the impact of PPIs on well-being.

Features of the Intervention. Carr et al. (2020) found that programs have bigger effects on well-being when they contain multiple compared to single PPIs and when they include more sessions compared to shorter programs. Furthermore, interventions that are delivered face-to-face in an individual or group format were found to be more effective than self-help interventions. This is in line with Lyubomirsky and Layous (2013), who postulate that the social factor plays a considerable role in the success of a PPI. Therefore, even though PPIs are also suitable self-help interventions, an intervention delivered in a group-setting profits from the additional interpersonal exchange and social support (Blickhan, 2018; Lyubomirsky & Layous, 2013).

Features of the Individuals. It was shown that older adults profit more from PPIs than younger populations (Carr et al., 2020; Sin & Lyubomirsky, 2009). According to Sin and Lyubomirsky, this might be due to higher self-regulation skills, personal maturity, and more consistent intervention participation.

Also, depressed individuals were found to profit more from PPIs than non-depressed individuals (Carr et al., 2020; Sin & Lyubomirsky, 2009). Sin and Lyubomirsky (2009) postulate that people with higher depressive symptoms have more personal interest in improving their well-being and, therefore, might be more engaged in the PPIs. They also suggest that this could be accounted for by a ceiling effect, which means that individuals with higher depressive symptoms have more room to improve their well-being than happier, less depressed individuals (Sin & Lyubomirsky, 2009).

Based on their research findings regarding the effectiveness of PPIs, Sin and Lyubomirsky (2009) postulate that higher motivation in individuals goes along with higher levels of optimistic expectancies, harder and longer work at following the instructions of PPIs, and greater commitment to the program, which in turn leads to larger benefits from PPIs.

Person-Activity-Fit

According to Schueller (2014), the effectiveness of an intervention depends on how well it suits the person. Therefore, PPIs might be more successful when delivered in a more individualized context, in which the intervention can be explained and adjusted to the client, compared to a self-help context. Due to that, clients might also profit from a larger selection of PPIs from which they can choose.

Positive Psychology Coaching

Robert Biswas-Diener and Ben Dean first coined the term *positive psychology coaching*. It is defined as a coaching practice that is evidence-based and informed by the theories and research of PP aiming to enhance resilience, achievement and well-being (Green & Palmer, 2019). Coaching can be differentiated from psychotherapy by targeting subclinical instead of clinical populations (Blickhan, 2021). Clients and coaches are equals, and the coach supports the client in autonomously solving their problems and reaching their goals (Blickhan, 2021). Combining PP with coaching connects an understanding about enhancing well-being with the goal-setting and -striving methodologies of coaching and the practical application of PPIs (Green & Palmer, 2019). This allows people to make meaning of the PP concepts and helps them sustainably apply PPIs to everyday life (Green & Palmer, 2019). In conclusion, the scientifically based approach of PP presents a perfect base for modern, holistic coaching (Blickhan, 2021).

Positive Psychology Coaching in a Group Setting

Delivering positive psychology coaching in a group setting has the advantages of being cost-effective and providing the opportunity for interpersonal exchange and discourse (Nacif, 2021). Moreover, compared to self-help interventions, a group setting can be personalized to the clients and provides more individual support. Nevertheless, there is a lack of research regarding group coachings applied to foster well-being in individuals (Linley, 2006; Nacif, 2021).

Positive Psychology Coaching as an E-Mental-Health Intervention

E-mental-health is an umbrella term for mostly internet-based information and communication technologies, like videoconferencing and apps, which are instrumentalized to improve mental health and mental health services (Müller-Mielitz & Lux, 2017). *E-mental-health interventions* include the use of digital technologies and new media to provide screenings, health care, prevention, therapy, or relapse prevention (Nobis et al., 2017). They can be used irrespective of location, time, and infrastructure, are economical, cost-effective, highly flexible, and, therefore, have the potential to be an ideal medium to meet the mental

health care challenges of the current time (Wind et al., 2020). The whole e-mental-health sector experiences a massive boost due to the current pandemic (Wind et al., 2020). Furthermore, digital mental health interventions are not only a promising tool in times of social distancing and lockdowns but can also largely add to solving the current mental health care provision bottle-neck situation by complementing rather than replacing the given supply. The primary aim of these interventions is to support clients in autonomous coping with problems using evidence-based methods (Ebert & Erbe, 2012), which shows the parallels to psychological coaching as mentioned above. *E-mental-health interventions* can vary in the amount of support provided to the user, differentiating minimally supported "self-help interventions" from "feedback on-demand interventions" and "guided interventions", which include regular contact between coach and user (Ebert & Erbe, 2012). Personal contact can be provided via synchronous or asynchronous communication, whereby the latter usually includes written feedback aiming at strengthening the user's resources and maintaining their motivation and adherence to the program (Nobis et al., 2015).

The application of web-based PPIs is not new (e.g., Seligman et al., 2005). Several studies applied and evaluated PPIs in online settings, showing mostly small effect sizes in increasing well-being and decreasing depressive symptoms (e.g., Bolier et al., 2013; Bolier & Abello, 2014; Sin & Lyubomirsky, 2009). These studies mainly concern single PPIs delivered as self-help interventions. Although PPIs are suitable to be applied as self-help interventions, because they are not complex and can be executed autonomously, without the presence of a coach or psychotherapist (Blickhan, 2018), they were shown to be less effective compared to face-to-face interventions (Bolier et al., 2013; Sin & Lyubomirsky, 2009). Furthermore, the drop-out rate was shown to be especially high for self-help PPIs compared to face-to-face interventions (Antoine et al., 2018).

The Positive Online-Group-Coaching (POGC)

Foundations

A previous study (Nigl, 2021; Reicher, 2021) conducted at the University of Salzburg conceived and executed an online group coaching, aiming to increase well-being in subclinical adults. Their five-week coaching program was based on the clinical manual of positive psychotherapy (PPT) by Rashid and Seligman (2018), which will shortly be described in the following paragraph.

The original PPT (Rashid & Seligman, 2018) consists of 15 sessions and aims to foster positive emotions, engagement, positive relationships, meaning, and goals toward recovery and resilience (Rashid & Seligman, 2018). Therefore, it connects traditional

psychotherapy with a positive psychological approach to foster well-being and simultaneously decreases symptoms in clinical populations by taking the PERMA model (Seligman, 2011) and the theory of strengths and virtues (Peterson & Seligman, 2004) as a basis. In its 15 sessions, the PPT program covers an extensive amount of PP core concepts like character strengths, gratitude, forgiveness, hope and optimism, slowness and savoring, positive relationships, positive communication, altruism as well as meaning and purpose (Rashid & Seligman, 2018). The program can be used in a group as well as an individual setting and aims at a clinical population. PPT was shown to be effective in increasing well-being as well as in reducing depressive symptoms (Seligman et al., 2006). In an evaluation study, PPT, delivered in a group setting, significantly increased the satisfaction with life in individuals with mild-to-moderate depressive symptoms through one-year follow-up (Seligman et al., 2006). Delivered to individuals with severe depressive symptoms, the PPT was found to be more effective than treatment as usual and treatment as usual plus medication (Laireiter & Furchtlehner, 2018; Seligman et al., 2006).

Based on the PTT, Nigl (2021) and Reicher (2021) selected four core topics and interventions and adapted them to suit an online group setting. They implemented the program by combining virtual coaching sessions in small groups of eight participants in a dual-coach setting with asynchronous homework modules. They evaluated the program using a 2x2 longitudinal quasi-experimental study design with two measuring times and a waiting list control group. Comparing baseline and post-intervention measurements, they found significant alleviation of depressive symptoms, stress, negative affect, and worries, as well as increased gratitude, satisfaction with life and positive affect (Nigl, 2021; Reicher, 2021). No significant effect was found on subjective well-being (Reicher, 2021). All effect sizes were between medium and large.

Final Coaching Program – Positive Online Group Coaching (POGC)

The POGC, is a revision of the positive psychological online group coaching by Nigl (2021) and Reicher (2021) and is therefore also mainly based on selected sessions of the Positive Psychotherapy (PPT) Clinician Workbook by Rashid and Seligman (2018) and complemented by PPIs provided by other sources (e.g., Blickhan, 2018). Moreover, findings of the current state of research regarding influencing factors on the effectiveness of PPIs, psychological coaching, and e-mental-health interventions were implemented during the conception process. The final conceived program includes five sessions, covering six core concepts of well-being, which were selected from the PPT of Rashid and Seligman (2018): (1) *Character strengths,* (2) *savoring*, (*3) positive relationships*, (4) *positive communication*,

(5) *gratitude* and (6) *meaning*. The aims of the different coaching sessions will be shortly described:

The first session aims to introduce the coaching program, its goals, the (technical) framing conditions, and to get to know each other. Additionally, the concepts of PP are introduced. In the second session, the clients get to know their present state of satisfaction with different life areas and set goals for the coaching. Moreover, the clients get to know the concept of character strengths and explore their own signature strengths. In the third session, the clients explore and practice new ways of using their strengths in everyday life and using them to cope with critical situations. Moreover, they learn how to increase positive feelings by fostering savoring and actively planning moments of mindful enjoyment. The fourth session is about deepening relationships, appreciating, and recognizing the strengths of others, and learning how to communicate constructively as well as listen actively in conversations. Additionally, the session focuses on gratitude, strengths, and communication as ways to foster relationships. The aim of the fifth and last session is to learn to appreciate and express gratitude. Moreover, the session focuses on searching and pursuing meaningful endeavors for the greater good.

The coaching program should focus on the active implication and practice of the PPIs and the participant's discussion and reflection of the practices. The specific practices and interventions of the POGC as well as the procedure and implementation will be clarified in the methods section.

Summary and Derivation of the Research gap

One main goal of the present work is to meet the mental health challenges of the current time by conceiving, executing, and evaluating an evidence-based intervention, which is effective in increasing well-being, suitable for everyday life and efficient, as well as accessible for/to everyone, despite age, location, or financial background. In the former sections, it was shown that psychological approaches focusing on strengths, happiness, and well-being play an important role in mental health and prevention (Bucher, 2018; Chida & Steptoe, 2008; Lamers et al., 2012; Ruini & Ryff, 2016; Su et al., 2014; Wood & Joseph, 2010). The author gave an overview of the most dominant well-being theories, presenting the different aspects and components of well-being (Diener, 1984; Keyes, 2002; Peterson & Seligman, 2004; Ryan & Deci, 2000; Ryff, 1989; Seligman, 2011). Ensuing, PPIs were introduced as effective approaches to increase one or multiple components of well-being (Hendriks et al., 2020; Rashid, 2009). After that, the current state of research was presented, indicating that programs are more effective when they contain multiple PPIs, are delivered in

a group or individual setting compared to self-help interventions, and when the intervention was compared to a waiting list control group than to an alternative intervention (AI). Also, age, initial depressive symptoms, and motivation were presented as possible moderating variables on the effectiveness of a PPIs. Furthermore, the author stressed the advantages of delivering positive psychology coaching as an e-mental-health intervention in a group setting. Considering (1) PPIs being an evidence-based approach to foster well-being and being suitable for everyday life use, (2) e-mental-health interventions being a cost-effective, economic, easy access, and highly timely and locally flexible approach as well as (3) the group setting being also cost-effective and adding interpersonal exchange, the combination of all three of them seems to have the potential to meet the previously described demand. Therefore, a five-weeks online group coaching based on combined PPI's was conceived, aiming to improve well-being in subclinical adults.

The evaluation of such a program adds to the current state of research because, to the author's knowledge, there is a lack of high-quality RCT studies regarding combined PPIs, especially in guided online-group settings and German-speaking populations. Regarding the author's research, the current state of research is biased towards studies on English-speaking and Chinese populations, adolescents, and students, as well as self-help single PPIs, which are often compared to waiting-list control groups. To the authors knowledge, there are no studies comparing face-to-face with self-help online PPIs at the present time.

Research Questions and Hypotheses

Effectiveness of the Intervention

The main interest of this work was to evaluate the effectiveness of the revised POGC on different aspects of well-being compared to a minimally supported AI. Furthermore, an effective intervention should obtain sustainable change and long-term improvement. Therefore, the primary research question is:

Does the POGC sustainably enhance different aspects of well-being relative to a minimal supported alternative intervention?

As discussed in the former chapter, prior research regarding the effectiveness of single and combined PPIs suggests that a coaching program based on combined positive psychological interventions, like the POGC, should sustainably increase well-being and associated constructs like gratitude and self-efficacy (e.g., Carr et al., 2020; Hendriks et al., 2020; Seligman et al., 2005; Sin & Lyubomirsky, 2009; Xie et al., 2020; Yan et al., 2020). Based on the additional advantages of guided group coaching, compared to a minimally supported self-help intervention, current research indicates that the POGC should result in a

greater increase of the different aspects of well-being than a minimally supported AI (e.g., Carr et al., 2020; Sin & Lyubomirsky, 2009). Therefore, the following hypotheses can be deduced:

H1.1: There is a sustainable positive effect of both the POGC and the minimally supported AI on psychological well-being (PWB), while the POGC is significantly more effective than the AI.

H1.2: There is a sustainable positive effect of both the POGC and the minimally supported AI on subjective well-being (SWB), while the POGC is significantly more effective than the AI.

H1.3: There is a sustainable positive effect of both the POGC and the minimally supported AI on gratitude, while the POGC is significantly more effective than the AI.

H1.4: There is a sustainable positive effect of both the POGC and the minimally supported AI on self-efficacy, while the POGC is significantly more effective than the AI.

Influencing Variables

For the evaluation of an intervention, it is particularly important to examine possible factors that influence its effectiveness. Therefore, the secondary research question is:

Which factors predict the effectiveness of the interventions?

Age. Former research indicates that the participants' age predicts the effectiveness of PPI's, whereby older participants profit more from PPIs than younger ones (Carr et al., 2020; Sin & Lyubomirsky, 2009). Therefore, similar influences on the effects of the POGC were expected.

H2.1: Older participants profit more from the POGC and therefore achieve a greater increase in PWB than younger participants when comparing baseline and post-intervention measurements.

H2.2: Older participants profit more from the POGC and therefore achieve a greater increase in SWB than younger participants when comparing baseline and post-intervention measurements.

H2.3: Older participants profit more from the POGC and therefore achieve a greater increase in gratitude than younger participants when comparing baseline and post-intervention measurements.

H2.4: Older participants profit more from the POGC and therefore achieve a greater increase in self-efficacy than younger participants when comparing baseline and post-intervention measurements.

Initial Level of Depressive Symptoms. Former research showed that the initial level of depressive symptoms affects the effectiveness of PPIs, whereby a higher level of depressive symptoms before the intervention was associated with a stronger increase in well-being (Carr et al., 2020; Sin & Lyubomirsky, 2009). Therefore, it is assumed that the initial level of depressive symptoms has a similar influence on the effectiveness of the POGC.

H3.1: Higher initial levels of depressive symptoms predict a larger increase in PWB when comparing baseline and post-intervention measurements.

H3.2: Higher initial levels of depressive symptoms predict a larger increase in SWB when comparing baseline and post-intervention measurements.

H3.3: Higher initial levels of depressive symptoms predict a larger increase in gratitude when comparing baseline and post-intervention measurements.

H3.4: Higher initial levels of depressive symptoms predict a larger increase in self-efficacy when comparing baseline and post-intervention measurements.

Motivation to Change. As discussed above, the client's motivation to participate in an intervention plays an essential role in how effective a PPI is because it positively affects their commitment to participate in the different exercises and interventions (Sin & Lyubomirsky, 2009). Therefore, it is assumed that higher preceding motivation to participate in the POGC is associated with a larger increase of the different aspects of well-being, when comparing baseline and post-intervention measurements.

H4.1: Higher initial motivation to participate in the intervention predicts a greater increase in PWB when comparing baseline and post-intervention measurements.

H4.2: Higher initial motivation to participate in the intervention predicts a greater increase in SWB when comparing baseline and post-intervention measurements.

H4.3: Higher initial motivation to participate in the intervention predicts a greater increase in gratitude when comparing baseline and post-intervention measurements.

H4.4: Higher initial motivation to participate in the intervention predicts a greater increase in self-efficacy when comparing baseline and post-intervention measurements.

Self-efficacy. Self-efficacy constitutes a positive resistance resource, the foundation of well-being, and is also considered as having the ability to predict behavioral changes produced by different kinds of treatments, including such as psychotherapy and other mental

health interventions like the POGC (Bandura, 1977, 2006; Schwarzer & Jerusalem, 1995). In his self-efficacy theory, Bandura distinguishes outcome expectations, which are a person's estimation that a given behavior will lead to a certain outcome, and efficacy expectations, which refer to a person's conviction that one can successfully execute a required behavior to reach certain outcomes. Bandura states four different sources of self-efficacy expectations: (1) *performance accomplishments*, based on personal mastery experiences, as the strongest mean to build up self-efficacy, (2) *vicarious experiences*, which refer to model learning and seeing others successfully perform certain activities, (3) *verbal persuasion*, in terms of self-instructions or encouragement of others, and (4) *physiological and emotional arousal*, referring to the interpretation of the physical state, like high heart frequency or muscular tension, as insufficient competence (Bandura, 1977).

The POGC serves three of these four sources: (1) Performance accomplishments by learning new tools to increase different well-being components and reach self-set goals autonomously. (2) Vicarious experiences and (3) verbal persuasion by exchanging experiences with other group members, learning from their accomplishments, getting encouraged by them, and getting motivated by that. Therefore, the POGC should lead to increased self-efficacy in the participants. Self-efficacy, on the other hand, is a central element of psychological well-being and represented by the dimension of environmental mastery (Ryff, 1989). Consequently, the POGC should cause an increase in self-efficacy which in turn should predict an increase in PWB. This is also supported by the findings of Xie et al. (2020) and Yan et al. (2020). They found character strengths-based interventions to increase psychological well-being and alleviate depression through increased self-efficacy beliefs. Therefore, it is assumed that:

H5: There is a positive effect of the POGC on PWB, which is predicted by the participants increase in self-efficacy.

Conscientiousness of Participation in the Intervention. As stated by Sin and Lyubomirsky (2009), people who participate more conscientiously in the coaching will exhibit greater adherence to the instructions, demonstrate greater commitment, take the tasks more seriously and therefore will profit to a higher extent. Therefore, the following hypotheses are assumed:

H6.1: Higher levels of conscientiousness of participation in the intervention predict a greater increase in PWB when comparing baseline and post-intervention measurements.

H6.2: Higher levels of conscientiousness of participation in the intervention predict a greater increase in SWB when comparing baseline and post-intervention measurements.

H6.3: Higher levels of conscientiousness of participation in the intervention predict a greater increase in gratitude when comparing baseline and post-intervention measurements.

H6.4: Higher levels of conscientiousness of participation in the intervention predict a greater increase in self-efficacy when comparing baseline and post-intervention measurements.

Explorative Research Questions

Satisfaction With the Intervention. It is assumed that higher satisfaction with the intervention and the coaches is associated with a larger increase in all measured aspects of well-being. Participants experiencing a positive change in their well-being might be more satisfied with the intervention, explaining this positive association.

H7.1: Higher levels of satisfaction with the intervention are associated with a greater increase in PWB, when comparing baseline and post-intervention measurements.

H7.2: Higher levels of satisfaction with the intervention are associated with a greater increase in SWB, when comparing baseline and post-intervention measurements.

H7.3: Higher levels of satisfaction with the intervention are associated with a greater increase in gratitude, when comparing baseline and post-intervention measurements.

H7.4: Higher levels of satisfaction with the intervention are associated with a greater increase in self-efficacy, when comparing baseline and post-intervention measurements.

Conscientiousness and Motivation for Change. It is assumed that a higher initial motivation to participate in the coaching is associated with a higher conscientiousness of participation in the intervention. The following hypothesis is assumed:

H8: Higher levels of motivation to participate in the intervention are associated with a greater level of conscientiousness of participation in the intervention.

Gratitude Journal. The gratitude journal is one of the most popular and best evaluated PPIs (Rashid & Seligman, 2018), and an continuous core intervention of the program. Participants were instructed to write journal entries every day of four weeks of

coaching. It was expected that the participants would vary in frequency of executing the gratitude journal and therefore, profit more or less from the intervention. It is hypothesized:

H9: The frequency of executing the gratitude journal predicts the gain in gratitude, when comparing pre and post intervention measurements.

Subjective Feedback Regarding the Intervention. Additionally, the author was interested in how the participants evaluated the interventions and if there are any differences between the two intervention groups. Consequently, it was asked:

How do participants rate the intervention in school grades? Do the participants of the POGC and AI differ in their ratings?

What did the participants like and dislike about the intervention? How do participants of the POGC and AI differ in their responses?

Additionally, the author was interested in whether the participants continued to practice any PPIs they learned during the coaching. Therefore, it was asked:

Did the participants continue to practice any of the interventions and, if so, which ones?

Method

The main aims of this study have been the (1) conception, (2) execution, and (3) evaluation of a digitally delivered coaching program based on combined PPIs, aiming at improving well-being in subclinical adults and exploring influencing variables on the examined effects. In the following section, the methodological procedure will be described in detail.

Study Design

Aiming at a holistic approach to address the research questions, a mixed-methods design, combining a fully randomized experimental 2 x 3 within-between-subject design with qualitative data acquisition, was executed. The design included two independent variables: the group factor (between-subject factor) and three measuring times (within-subject factor). Previous studies on well-being interventions mainly used passive or waiting-list control groups, which leaves uncertainty regarding the mechanisms of their effectiveness (Chilver & Gatt, 2021; Sin & Lyubomirsky, 2009). Therefore, the POGC was compared to a minimally supported AI, based on the same content but delivered as a minimally supported self-help e-learning intervention. This does not only increase intern validity but also controls for the Hawthorne effect, which makes it a more powerful option compared to a passive or waiting-list control group.

Moreover, three measuring times (baseline (T1), post-intervention (T2), and a four-week follow-up (T3)) were included. This allows for higher precision of hypotheses testing and the opportunity to examine the sustainability of effects over time.

The primary dependent outcome variables were (1) psychological well-being (PWB), (2) subjective well-being (SWB), (3) gratitude, and (4) self-efficacy. Additionally, (5) the baseline level of depressive symptoms, (6) motivation to change, (7) conscientiousness of participation, (8) satisfaction with the intervention, and (9) the frequency of practicing the gratitude journal were measured as secondary outcome variables. Additionally, qualitative, subjective feedback regarding the coaching was collected to facilitate the interpretation of the quantitative results and to enable a profound understanding.

Sample

Inclusion and Exclusion Criteria

The study aimed at an adult, German-speaking population with limitations in well-being and the desire to increase their mental health. Therefore, the participation was limited to people between 18 and 65 years with mild but subclinical depressive symptoms and moderate well-being scores to avoid ceiling effects. Additionally, the participants had to have access to the internet, a web-enabled device, and adequate skills to use it. Moreover, the participants had to agree to be randomly assigned to POGC or AI, as well as to have enough time to participate in the intervention and to be willing to complete three online questionnaires. People with a diagnosed mental disorder, undertaking psychological treatment, therapy, or taking psychotropic drugs were excluded from participation.

Sample Size

The necessary sample size for executing a 2x3 mixed ANOVA was calculated via G*Power (Faul et al., 2007). The alpha error probability was set to .05 and the estimated power to .90. Based on the results of preceding studies and considering a reduction of the effect size due to the active control group, the effect sizes were assumed to be small to medium (η^2_p = .03) (Carr et al., 2020; Hendriks et al., 2020; Nigl, 2021; Reicher, 2021). A total sample size of N = 70 was calculated. To out-balance dropouts, the aim was to recruit a total of 100 participants.

Recruitment

The recruitment started in March 2021 and was closed at the end of April 2021. The participants were mainly recruited online to reach a large population of people already familiar with the digital environment and who were more likely to be interested in participating in a digitally delivered intervention. The recruitment was primarily conducted

via social media posts in different German-speaking Facebook groups and Instagram. Additionally, adverts were placed in the popular scientific German online journal "Psychologie Heute" and the Austrian online marketplace "Flohmarkt.at". Furthermore, posters and flyers were placed in supermarkets and medical practices in Austria and Germany. All recruitment texts included the topic, a short description of the goals and contents of the intervention, and the framework conditions and the inclusion criteria. Additionally, all adverts contained a link as well as a QR-code leading to the accompanying website. The recruiting material can be found in Appendix A.

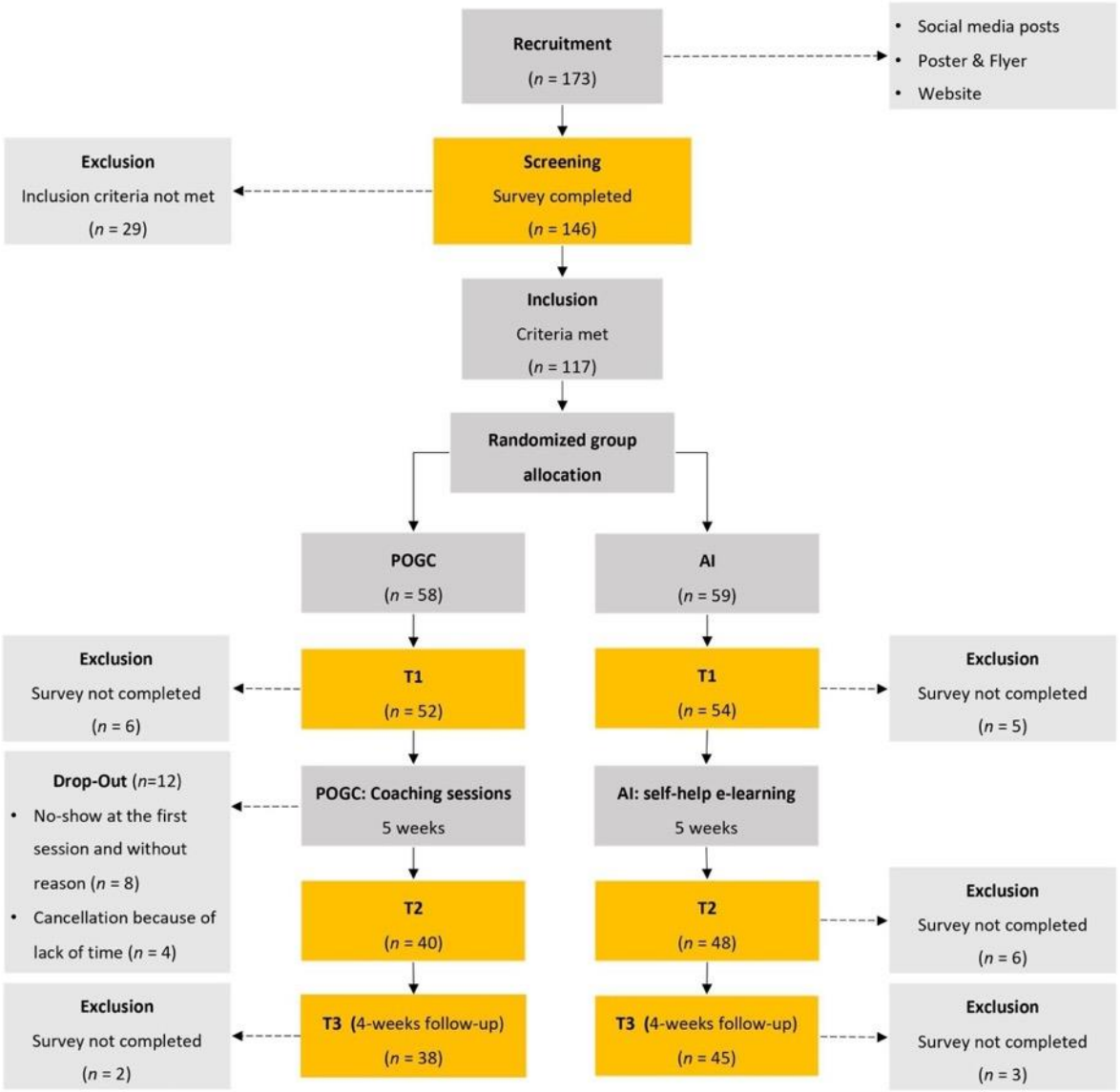
The website "positivescoaching.com" (https://positivescoaching.com/) was built to provide the potential participants with more detailed information about the coaching's content, concept, course, and participation criteria. It also contained a detailed, visually supported description of the participation process from registration, screening, and inclusion to the randomized allocation to POGC or AI group. Moreover, the website included a detailed schedule of all dates for the POGC and AI, as well as information about the coaches. Additionally, a Q&A page was installed to answer possible upcoming questions right away and reduce expenses for the coaches. Finally, the website involved a contact form for easy registration, which was directly linked to the e-mail address of the study. In this way we provided a platform where the participants could always look up important information about the coaching, and to make the whole project as transparent as possible. Samples of the website's look can be found in the Appendix B. After registration, the potential participants received an e-mail with further information and the link to the screening survey.

Sample Progression

Overall, 173 potential participants registered for the study. 146 of them completed the screening survey. 19.86% (n = 29) of them had to be excluded because of not meeting the criteria. 117 participants, which equals 80.14%, met all criteria and were randomly allocated to either the POGC (n = 58) or the AI (n = 59). Six participants of the POGC and five of the AI group did not complete the baseline measurement and had to be excluded. Therefore, the POGC started with n = 52 and the AI with n = 54 participants. During the coaching sessions of the POGC, eight people had to be excluded because they did not show up for the first session and four quit because of lack of time. After the post-intervention measurement and the four-week follow-up period, n = 38 participants remained in the POGC group and n = 45 in the AI. In total, the final sample consisted of N = 83 participants. The complete sample progression can be found in Figure 1.

Figure 1

Sample Progression



Note. Progression of the sample over time. T1 = baseline measurement; T2 = post-intervention measurement; T3 = follow-up measurement.

Constitution of the Final Sample

The final sample included 81.9% (*n*= 68) *women* and 18.1% (*n*=15) men. The age of the participants was between 20 and 65 (*M* = 30.4, *SD* = 9.53). 73.5% of the participants had an university degree or equivalent. Consequently, the sample can be described as highly educated. Moreover, the participants were primarily students (42.2%) or employees (41%). A detailed description of the sample's characteristics can be found in Table 2.

Table 2

Demographic Data of the Sample

Demographic variables	Total	POGC	AI
Age (in years)			
M (*SD*)	30.4 (9.53)	30.29 (9.05)	30.49 (10.03)
Min-Max	20-65	20-58	22-65
Sex (*n* (*%*))			
female	68 (81.9%)	29 (76.3%)	39 (86.7%)
male	15 (18.1%)	9 (23.7%)	6 (13.3%)
diverse	0 (0%)	0 (0%)	0 (0%)
Nationality (*n* (*%*))			
Austria	54 (65.1%)	25 (65.8%)	29 (64.4%)
Germany	28 (33.7%)	13 (34.2%)	15 (33.3%)
Switzerland	1 (1.2%)	0 (0%)	1 (2,2%)
Highest educational level (*n* (*%*))			
Hauptschule/ Mittelschule/ Realschule[a]	1 (1.2%)	1 (2.6%)	0 (0%)
Abitur/ Matura[b]	12 (14.5%)	7 (18.4%)	5 (11.1%)
Apprenticeship	7 (8.4%)	4 (10.5%)	3 (6.7%)
University/ college	61 (73.5%)	25 (65.8%)	36 (80.0%)
Other	2 (2.4%)	1 (2.6%)	1 (2.2%)
Occupation (*n* (*%*))			
Student	35 (42,2%)	18 (47.4%)	17 (37.8%)
Employed	34 (41%)	14 (36.8%)	20 (44.5%)
Self-employed	3 (3.6%)	1 (2.6%)	2 (4.4%)
Pension	1 (1.2%)	0 (0%)	1 (2.2%)
Unemployed	1 (1.2%)	0 (0%)	1 (2.2%)
Other	9 (10.8%)	5 (13.2%)	4 (8.9%)
Total *n*	83	38	45

Note. Demographic data of the total sample and divided by group.

[a] can be referred to as secondary school certificate

[b] can be referred to as higher school certificate

The Positive-Online-Group-Coaching (POGC)

The following section will be about the conception and practical implementation of the POGC. First, the main contents and the process of the POGC will be described briefly. Ensuing, the two main components of the POGC will be explained in detail: Firstly, the

client's workbook and secondly, the online group sessions. Lastly, the execution of the POGC will be described and the implemented practices will be linked to scientific evidence.

Revision and Development of the Coaching Program

The conceived coaching program is a upgraded version of the positive psychological online group coaching by Nigl (2021) and Reicher (2021) and is mainly based on selected sessions of the Positive Psychotherapy Clinician Workbook by Rashid and Seligman (2018). During the conception process, insights of Nigl and Reicher and findings of the current state of research regarding PPIs and e-mental health interventions were incorporated. Consequently, one session about self-compassion was replaced with the topic of meaning and purpose. In this way, we were able to target all elements of the PERMA model with the conceived coaching program. Moreover, the general content was reduced, and the client's workbook was revised completely. The final program included five coaching sessions, each covering two topics:

(1) *Welcome and Introduction of Positive Psychology*,
(2) *Setting Goals and Identifying Character Strengths,*
(3) *Using Character Strengths and Savouring*,
(4) *Positive Relationships and Positive Communication* and
(5) *Gratitude and Meaning.*

An overview of the sessions, aims and associated practices can be found in Table 3.

Table 3

Overview About the Coaching Sessions, Aims and Associated Practices

Session	Content and goals	Associated practices
1 – Welcome & introduction to Positive Psychology	• Introduction of the program, aims, (technical) framing conditions and the workbook • Getting to know the group and the coaches • Introduction of the concept of Positive Psychology	<u>In session</u> ⇒ Ice-breaker: "*Finding three commonalities*"
2 – Setting goals & identifying character strengths	• Getting to know one's present state: What is good about my life? Where is potential for enhancement? • Setting goals for the coaching • Getting to know the concept of character strengths • Exploring one's own character strengths	<u>Homework:</u> ⇒ Completing the VIA survey of strengths online (WS[a] "*My strengths*"; orig. "Meine Stärken") ⇒ External assessment of one's character strengths by a close person (WS "*Identifying character strengths*"; orig. "Charakterstärken erkennen")
3 – Using character strengths & savoring	• Using individual character strengths in new ways and to cope with critical situations • Getting to know the concepts of savoring and mindfulness • Practicing savoring and enjoying positive emotions • Integrating savoring into everyday life	<u>Homework:</u> ⇒ WS "*Using strengths in a new way*" (original "Stärken auf neue Weise nutzen") <u>In-Session:</u> ⇒ Reflecting on one's strengths (WS "*Knowing my strengths*"; original "Meine Stärken kennen") ⇒ Planning little moments of savouring in everyday life (WS "*Savoring in everyday life*"; original "Genuss im Alltag")

to be continued

Table 3 continued

4 – Positive relationships & positive communication	• Learning how positive communication adds to positive relationships • Practicing active and constructive communication • Exploring and acknowledging the strengths of loved ones	In-Session: ⇒ Assessing and acknowledging the signature strengths of a close person (WS "Recognizing character strengths"; original "Charakterstärken erkennen") ⇒ Reflecting own style of communicating and listening
5 – Gratitude, meaning and resumé	• Getting to know the important role of gratitude • Expressing gratitude • Reflecting about what makes a good and meaningful life • Reviewing the coaching: What was good? What was learned? What will be implement beyond the coaching?	Homework: ⇒ Reflecting on what is good in life by writing a Gratitude Journal[b] (WS "Dankbarkeitstagebuch") ⇒ Actively expressing one's gratitude to a close person by doing a Gratitude visit (WS "Dankbarkeitsbesuch) In-Session: ⇒ Visualizing a positive future (WS Best possible self ⇒ Reflecting on the coaching WS "Suitcase and garbage can"; original "Koffer und Mülleimer")

Note. Description of the content of the coaching sessions and associated practices with reference to the names of the worksheets in the client's workbook.

[a] work sheet

[b] The gratitude journal was a continuous PPI that should be practiced every day for four weeks, starting after the first session.

The Workbook

A comprehensive client's workbook was conceived as the basis of the intervention. It contains psychoeducational information of each introduced PP concept, instructions for the different practices and PPIs, as well as recommendations for additional sources of information. It was designed to complement the online, face-to-face units by providing

everything the participants needed for the online sessions accumulated in one place. The participants were supposed to read the associated chapter in preparation for the next session. In this way, the focus of the online group sessions could be set on the interpersonal exchange and practice of the PPIs. The newest chapter was provided successively the week before the next session via google drive. The workbook could be used and edited either digitally or printed.

Structure. The first pages of the workbook introduce the coaching program and the two coaches. Additionally, they give an overview of the sessions, explain the framing conditions and goals of the coaching, give advice regarding the successful use of the workbook and the coaching in general. Being aware that many participants are participating in the study because they already feel stressed, the pressure was intended to be reduced by pointing out that every intervention during the coaching program is absolutely voluntary. In line with Schueller's (2010) person-activity-fit model, which postulates that certain interventions work better than others for a given individual, the participants were encouraged to feel free to set priorities and omit interventions that might not work for them or contribute to their individual goals.

After the introduction, the workbook structure remains the same for all five chapters: One chapter equals one coaching session and usually covers two topics. The first page always gives an overview of the session and what needs to be done in preparation. It is supposed to serve the participants as an agenda and to-do list. The following pages are about psychoeducational information regarding the respective PP core concept. At the end of the chapter, all worksheets and instructions for the associated PPIs and exercises are accumulated. This was for the participants to easily find all the necessary material for each session. Every chapter closes with a page filled with recommendations for additional sources of information like books, movies, videos, or web links. In this way the participants got the chance to deepen topics they were most interested in. Moreover, the respective bibliography was added. Samples of the workbook are presented in the Appendix C.

Visual Presentation. During the creation process of the workbook, special attention was paid to the visuals of the working material. All working materials were supposed to be visually pleasing, easy to understand, and fun to work with. Additionally, pictures, illustrations and infographics were added to help to break down the content. This additional effort aimed to increase the participants' motivation, simplify the comprehension of the content, and ensure a professional impression of the whole program. This is in line with the recommendations of Nobis et al. (2017) and Sin and Lyubomirsky (2009).

The Coaching Sessions: Structure, Content, and Main Practices

The POGC was structured into five two-hour sessions, which took place once per week, from Mai to June 2021, in a dual-coach setting, using the video conferencing tool Zoom (Zoom Video Communications, Inc., 2022). To offer every participant a time slot which matches their weekly timetable, they were allowed to choose from four different dates, which were published on the study website (Group A: Tuesday, 9-11 am (04.05.-01.06.2021); Group B Tuesday, 4–6 pm (04.05.-01.06.2021); Group C: Wednesday, 6-8 pm (05.05.-02.06.2021); Group D: Saturday, 10-12 am (08.05.-05.06.2021)).

The coaching sessions were planned using moderation schedules. The schedules included the content of the respective coaching session, interventions, the used methods (e.g., slides, online quizzes, and word clouds via Mentimeter (*Interactive Presentation Software - Mentimeter*, n.d.), screen sharing, etc.), the associated settings (e.g., large group, small groups in break-out sessions, autonomously), breaks, and the scheduled time. In this way, a smooth practical execution could be ensured. Moreover, this allowed a certain standardization and comparability of the execution of all four coaching groups, adding to the quality of the study. The original moderating schedules can be found in Appendix E.

In the following section, the practical implementation, content, and main practices of the POGC sessions are explained and supported by scientific evidence. All in all, the online group sessions were supposed to focus strongly on interpersonal exchange and practicing the PPIs to maintain the attention and interest of the participants. Consequently, the theoretical input in the session was reduced to a minimum and mainly outsourced to the workbook. An overview of the general structure of the sessions can be found in Table 4.

Table 4

General Structure of the POGC Sessions

Welcome phase
• Opening circle • Presentation of the agenda • Room for questions
Topic 1
• Introduction and brief theoretical background regarding important core concepts • In-session practices/ PPIs • Group reflection and discussion of the practice
10 minutes break
Topic 2
• Introduction & brief theoretical background to important core concepts • In-session practice/ PPI • Group reflection and discussion of the practice
Concluding round
• Resumé of the session • Instructions for homework

Note. This general structure remains the same for all POGC sessions.

Session 1: Welcome and Introduction to Positive Psychology

Session: The first session aimed to introduce the coaching program, the (technical) framing conditions, the accompanying workbook, and to get to know each other. Moreover, the concepts of PP were introduced.

First, the coaches introduced themselves and the coaching program, explained the technical features of zoom, gave an overview about the units, explained the framing conditions and goals of the coaching, as well as gave some advice regarding the use of the supporting client's workbook. Additionally, each participant obtained a declaration of confidentiality to ensure discretion. After that, the participants got to know each other in little games to build a good atmosphere and set the tone of the coaching. Therefore, the participants were first asked to introduce themselves to the whole group and were then separated in break-out sessions to find three commonalities in small groups of three. This was

repeated three times in different small groups. After a ten-minute break the coaches shortly introduced PP as the concept behind the coaching, the concept of well-being as well as PPIs and how they work. In the closing circle, the participants got the chance to express wishes and expectations but also what they were excited about. Finally, the coaches explained the to-do's for the next week.

Homework: The participants were asked to complete the VIA Character strengths online survey (*VIA Character Strengths Survey & Character Reports | VIA Institute*, n.d.) (WS "My strengths"; original "Meine Stärken") to get to know their top strengths from a self-perspective and to let a close person fill in the worksheet "Recognizing character strengths" (original "Charakterstärken erkennen") for an additional external assessment. Finally, they were asked to start with the "Gratitude Journal" (original "Dankbarkeitstagebuch"), which was a continuous practice throughout the coaching. For this intervention, participants were supposed to reflect on all the good things that happened this day and what they are grateful for, daily. Ensuing, they should write down three good things that happened, why they happened, and what they contributed to these things. In this way, the participants can reexperience the positive feelings and train themselves to focus more on the positive than negative things. Additionally, this is an effective way to train self-efficacy. Seligman et al. (2005) found that this intervention, when executed every day for a week, significantly reduces depressive symptoms and increases happiness. These effects were found to be stable over a follow-up period of six weeks (Seligman et al., 2005). Moreover, the gratitude journal was shown to successfully increase gratefulness (Emmons & McCullough, 2003; Lomas et al., 2014; Seligman et al., 2005).

Session 2: Setting Goals and Identifying Character Strengths

Session: The aim of the first part of the second session was to get to know one's present state of satisfaction with different life areas and to *set goals for the coaching*.

The participants were asked to reflect on their current life situation, about what is already good in life and which parts are missing out. Therefore, they were supposed to visualize their satisfaction with topics like career, relationships, health, personal development, etc., on a target circle (WS "Wheel of Life"). Ensuing, the participants were asked to answer some reflective questions, which were discussed in small groups afterward. This practice was supposed to help set goals and provide visual feedback for the participants' progress throughout the coaching. This is in line with Lyubomirsky (2013), who suggests that it can be helpful to set goals and remember the starting point of the way to be able to evaluate personal progress later.

In the second part, the participants got to know the concept of *character strengths* and *explored their own signature strengths*. The topic was initiated with a conversation about strengths. The participants came together in groups of two and were supposed to talk about a personal strength and in which situation they used it successfully. A similar intervention, the "Me at my best" intervention, was evaluated by Seligman, Steen, and Peterson (2005). The intervention was shown to significantly increase happiness and reduce depressive symptoms post-intervention, which could be replicated by Gander and colleagues (Gander et al., 2013). Ensuing, the participants got background information regarding character strengths, learned what they are and how to identify them. Next, the results of the self- and external strength assessment (WS "My strengths"; original "Meine Stärken" and WS "Recognizing character strengths"; original "Charakterstärken erkennen"), were discussed. Seligman et al. (2005) found that exploring one's signature strengths significantly increases happiness and reduces depressive symptoms post intervention, which could be replicated by Gander et al. (2013). Ensuing, the participants were asked to discuss their results with the help of reflective questions in small groups to explore their results. Additionally, they were supposed to think about how to use them in order to approximate the goals they had set before. Finally, the results were accumulated and discussed with the whole group.

Homework: The newly discovered strengths were supposed to be used in a new way, following the instructions on the worksheet "Using strengths in a new way" (original "Stärken auf neue Weise nutzen"). Additionally, the worksheet "Knowing my strengths" (original "Meine Stärken kennen") and "Savoring in everyday life" (original "Genuss im Alltag") should be prepared. Also, the gratitude journal should be continued.

Session 3: Using Character Strengths and Savoring

Session: The first part of the session aimed to explore and practice new ways of using one's strengths in everyday life. Therefore, the homework was to map out and implement an action plan on using one or more signature strengths every day in a new way for one week. The participants got some inspirational ideas on how to use the different character strengths in a new way, attached to the worksheet "Using strengths in a new way" (original "Stärken auf neue Weise nutzen"). This intervention was evaluated by Seligman et al. (2005) and is one of the most quoted PPIs (Blickhan, 2018). Seligman et al. (2005) found that people who used their strengths in a new way for a week increased their satisfaction with life and decreased their depressive symptoms significantly for at least six months. Gander et al. (2013) found support for these findings. In the session, participants were asked to share their experiences in small groups of three and to think about adjustments for their action plans.

Moreover, they were asked to discuss how this habit might add to the aims they had set in the previous session. Ensuing, the findings and experiences were exchanged with the whole group. The participants got some brief information about why using one's strengths is worthwhile, how it works out best and why it is important to find the right balance in using one's strengths. Next, they were supposed to explore their signature strengths even more and to find this "golden mean" by discovering the two extremes of using them too much or too little (WS "Knowing my strengths"; original "Meine Stärken kennen") (Blickhan, 2018). Ensuing, the results were supposed to be shared and discussed with the whole group.

The aim of the second part of the session was to learn how to increase positive feelings by fostering savoring and actively planning moments of mindful enjoyment into everyday life. Therefore, the concept of savoring was introduced by executing a savoring intervention together. The participants were asked to prepare one small food item of their choice, in advance. Ensuing, one coach guided the participants through the exercise by slowly reading the instructions, which can be found in Appendix D. They were instructed to subsequently use all their senses to explore the food item before finally eating them. In this way, the participants were supposed to experience how to extend enjoyable moments and mindfully savor them. Savoring was found to intensify the perception of positive emotions, buffer against depressive symptoms, and be associated with increased resilience (Bryant et al., 2011). After this, the participants listed necessary preconditions, "savoring killers", and savoring moments with the whole group, using Mentimeter (*Interactive Presentation Software - Mentimeter*, n.d.) to create a word cloud of savoring. Ensuing, the results were complemented by a brief theoretical input regarding savoring by the coaches. After that, the participants were supposed to map out an action plan on when and how exactly they wanted to integrate moments of savoring in the following week (WS "Integrating Savoring in Everyday Life" (original "Genuss im Alltag integrieren"). Ensuing, the participants discussed their action plan in groups of two and were asked to reflect on how savoring might add to the goals they set in the "Wheel of life" exercise.

Homework: The homework was to continue to practice the gratitude journal.

Session 4: Positive Relationships and Positive Communication

Session: In this session, participants should learn about the importance of recognizing and appreciating the strengths of close persons. Moreover, they should learn to communicate constructively and listen actively in conversations.

The first topic was introduced by collecting characteristics of positive relationships with the whole group using Mentimeter. Ensuing, the coaches complemented the findings and

linked positive relationships to being grateful and recognizing and understanding other persons' strengths. In this context, the "gratitude visit", which aims at fostering an appreciation of others through gratitude, is explained. In this intervention, the participants were asked to write a letter to someone they are truly grateful for. Ensuing, they should deliver the letter in person and read it out loudly (Lomas et al., 2014). It is stated to be the most powerful PPI in terms of degree of change (Lomas et al., 2014). People who completed the gratitude visit reported considerable gains in happiness and reduction in depression up to one month after the intervention (Gander et al., 2013; Seligman et al., 2005). The participants were supposed to complete the "gratitude visit" in the following week as homework. After that, the participants were asked to assess the signature strengths of a close person using the worksheet "Recognizing character strengths" (original "Charakterstärken erkennen"). Subsequently, they were supposed to reflect these strengths and the link to their own signature strengths using the worksheet "Character strengths of a close person" (original "Charakterstärken einer nahestehenden Person"). These interventions are based on Diener's and Seligman's (2002) finding that recognizing and appreciating the family's and friend's character strengths is associated with higher satisfaction with life and stronger relationships. Ensuing, the participants got time to share their insights in small groups of three and discuss some reflective questions to deepen their understanding. Ensuing, the participants were encouraged to do the same exercises for other people in their lives as well.

The second part of this session was about the significance of positive communication for positive relationships. The topic was introduced using a brief brainstorming regarding characteristics of positive communication and active listening by creating an interactive word cloud (Figure 2). Ensuing, the coaches gave some background information regarding active listening and active constructive responding. Subsequently, the participants were supposed to reflect their own communication styles in small groups of three. They were asked to remember situations where communication went well or not and to try to find reasons for that. Subsequently, the findings were shared and discussed with the whole group.

Homework: The homework for the next session was to plan and execute the gratitude visit, to prepare the worksheets "Best possible self" and "Suitcase and garbage can" (original "Koffer und Mülleimer" and to continue to practice the gratitude journal.

Figure 2

Interactive Word-Cloud Regarding Characteristics of Positive Communication

Note. Created via Mentimer in one of the group sessions.

Session 5: Gratitude, Meaning, and Resumé

Session: In the last session participants should learn how to appreciate and express gratitude. Additionally, the session focused on searching and pursuing meaningful endeavors for the greater good. Finally, the coaching should be brought to a nice end by resuming the whole journey and reflecting personal growth and progress.

To introduce the first topic, the coaches gave a brief overview of the role of gratitude for well-being. Ensuing, the "gratitude visit" and the "gratitude journal" were reflected with the help of prepared reflective questions in small groups of three. The participants got the chance to share their experiences with the interventions and were asked to draw a connection to the goals they set in the "wheel of life". Ensuing, the results were collected and shared with the whole group.

The second part of the session started with a brainstorming about what gives life meaning and purpose. Therefore, the associated thoughts of all participants were collected in a word cloud using Mentimeter. Following this, the coaches complemented the findings by adding points that were not mentioned before. Next, the participants were supposed to complete the "Best possible self" intervention (King, 2001). The participants should choose an area of life from their "wheel of life" and a certain time period (e.g. in 5, 10 or 20 years). After that, they were supposed to imagine a future where everything progressed in the best

possible way, as lucid as possible. A future where they have successfully used their strengths and went closer to their life goals. After a few minutes of thinking, they were asked to write 15 to 20 minutes about their imagined future self. This intervention was found to significantly increase positive affect and is supposed to add to a positive self-image (Blickhan, 2018a; King, 2001; Sheldon & Lyubomirsky, 2006). Moreover, positive visualizations of the future are associated with increased health, emotional stability, and satisfaction with life (Burton & King, 2008, 2009; King, 2001). After the intervention, the experiences were shared and discussed with the whole group.

Resumé: The last part of this session was about reflecting the whole coaching experience and the participants personal growth and progress during the last five weeks. Therefore, the participants were asked to think about what they want to take home from the coaching and which habits, thoughts, or behaviors they want to leave behind (WS "Suitcase and garbage can" (original "Koffer und Mülleimer")). Ensuing, the findings were shared with the group, and the participants got the chance to ask open questions and address other topics which might be relevant for them. Moreover, the participants used the closing circle to give extensive feedback to the coaches.

The Alternative Intervention (AI)

The AI proceeded simultaneously to the POGC in a period of five weeks, from Mai to June 2021. Unlike the POGC, the AI was not bound to specific dates and could be executed entirely autonomously. The AI was based on the same workbook and, therefore, on the same content as the POGC. The workbook was slightly modified to be more self-explaining in order to serve as a self-explanatory guide throughout the self-help intervention. For this purpose, the interventions and exercises were integrated chronologically into the chapter (instead of gathered at the end of each chapter). This intended to create a better workflow for the participants because they could immediately connect the psychoeducational information with the corresponding PPI. Moreover, additional pages with reflective questions were added to replace the group reflections of the POGC. Every week the newest chapter was uploaded to a Google drive, and the participants were informed via e-mail. The e-mails contained a summary of the aims of the next chapter, the associated to-dos, and the reminder that the coaches are always available for questions and support. Furthermore, the coaches encouraged the participants to answer some reflective questions regarding the coaching content. Moreover, a friendly reminder was sent to each participant in the middle of the week. In this way, the commitment of the participants should be increased. Considering current research showing high drop-out rates for self-help PPIs (Antoine et al., 2018) additional considerations

were made to prevent too many losses. First, an introduction meeting via zoom was scheduled before the start of the intervention (08.05.2021). The purpose was to create commitment by introduce the coaches and the relevance of the project in person. The participants received tips to stay motivated, like doing the intervention with a "coaching buddy", planning time slots dedicated to the coaching and reminding themselves why they are participating. The coaches also presented three concrete reasons why participating in this intervention is reasonable, stressing the scientific background, the advantage of maximal timely and locally flexibility as well as the potential of improvement for themselves and their environment. After five weeks, the coaches scheduled a final meeting to thank the participants for their engagement, collect feedback and answer any open questions. Both meetings were recorded and provided via Google drive for everyone who could not participate. Furthermore, extra effort was made for all the material to be pleasant, fun to work with and motivational. This includes the workbook, which was described earlier, but also the e-mails which were equipped with progress bars, providing visual feedback regarding the coaching progress (Figure 3).

Figure 3

E-Mail Header

Note. A progress bar was implemented into the e-mail header to provide visual feedback regarding the coaching progress.

Data Acquisition

Instruments

WHO-5. The German version of the WHO-5 Well-Being Index (Brähler et al., 2007) was used to screen for well-being. The WHO-5 is a self-assessment questionnaire containing five items in a six-point Likert scale format, ranging from (0) "at no point" to (5) "all the time". All items are formulated in a positive way and refer to the last two weeks. An item example would be "In the last two weeks I felt energetic and active". All items are listed in Appendix F. The index score is built by adding up the item values of the five items, ranging from zero to 25. In this index, higher values indicate better well-being. With a Cronbach's alpha of .92, this scale commands a high internal consistency (Brähler et al., 2007).

One aim of the screening was to exclude individuals scoring too high in well-being, to avoid possible ceiling effects. Therefore, persons with a score higher than 22 were excluded. This cut-off value was chosen based on Nigl (2021) and Reicher (2021).

ADS-K. To screen for depressive symptoms, the short version of the General Depression Scale ("Allgemeine Depressionsskala" (ADS-K)) of Hautzinger and Bailer (1993) was used. This scale comprises 15 statements regarding depressive symptoms which must be rated regarding the frequency of occurrence during the last week on a four-point Likert scale, ranging from (1) "rarely or never (less than one day)" to (4) "mostly, all the time (5 to 7 days)". An item example would be "During the last week I was sad". All items are listed in Appendix F. The index score is built by adding up the recoded individual ratings to a total score between zero and 45, whereat higher scores can be interpreted as a higher level of depressive symptoms. The internal consistency of the scale was rated as $\alpha = .95$ (Lehr et al., 2008). For the diagnostic of a depressive disorder, Lehr et al. found an optimal cut-off value of ≥ 18. Therefore, individuals with a score higher than 17 were excluded.

CIT. The Comprehensive Inventory of Thriving (CIT), developed by Su, Tay, and Diener (2014), is an integrative instrument measuring self-reported comprehensive well-being. It was chosen because it aims to measure a broad range of psychological well-being constructs and, therefore, represents a holistic view of positive functioning (Su et al., 2014). It includes seven dimensions and 18 subscales with a total of 54 items, covering an extensive range of well-being components, condensed from the currently most prominent theories of PP, which were presented in the theoretical background (Diener, 1984; Ryan & Deci, 2000; Ryff, 1989a; Seligman, 2011). The seven measured dimensions of positive functioning are (1) *subjective well-being* (SWB), (2) supportive and enriching *relationships*, (3) interest and *engagement* in daily activities, (4) *meaning and purpose* in life, (5) a sense of *mastery and accomplishment*, (6) feelings of *control and autonomy*, as well as (7) *optimism*. The 18 subscales contain diverse aspects of positive functioning, including *support*, *community*, *respect*, *self-worth*, *trust*, *loneliness*, *belonging*, *engagement*, *skills*, *learning*, *accomplishment*, *self-efficacy*, *control*, *meaning and purpose*, *optimism*, *life satisfaction*, *positive feelings*, and *negative feelings* (Su et al., 2014). Each subscale consists of three items, which must be responded to from (1) "strongly agree" to (5) "strongly disagree". An item example would be "I am optimistic about my future". All items are listed in Appendix F. Most items are formulated positively; only control and negative feelings were coded reversely. The authors report good internal consistency of the subscales, with alpha coefficients ranging from .71 to .96. Also, good convergent and discriminant validity is

indicated (Su et al., 2014). The total score results by summing up the individual ratings, whereat higher scores indicate higher levels of psychological well-being. The scores can range between 54 and 378.

GQ-6. Gratitude was measured using the German version of the Gratitude Questionnaire (GQ-6) (McCullough et al., 2002). The questionnaire includes six items which must be rated on a seven-point Likert scale from (1) “strongly disagree” to (7) “strongly agree”. An item example would be “I have so much in life to be grateful for.”. All items are listed in Appendix F. The total score results from adding up the individual scores, whereas two items must be recoded first. The result is a score between 6 and 42 whereby higher scores represent a stronger manifestation of gratitude. The scale has a good internal consistency, with an alpha coefficient of .82 (McCullough et al., 2002).

General Self-Efficacy Scale (GSE). Self-efficacy was measured using the German original version of the General Self-Efficacy Scale (GSE), the “Skala zur Allgemeinen Selbststwirksamkeitserwartung” by Schwarzer (1999). It is a self-report scale that seeks to measure the subjective belief of being able to master critical events and daily hassles by oneself (Schwarzer, 1999). The scale includes ten one-dimensional items, which must be answered on a four-point scale: (1) “not at all true”, (2) “hardly true”, (3) “moderately true”, (4) “exactly true”. An example would be “I can find a solution for every problem.”. All items are listed in Appendix F. The total score is yielded by summing up all ten responses, leading to a score that can range from 10 to 40. Higher scores can be interpreted as high perceived self-efficacy (Schwarzer, 1999). The internal consistency in all German samples is reported between .80 and .90 (Schwarzer, 1999).

Motivation for Change. Six new items were constructed to measure the participants’ motivation for change. The answers had to be given on a five-point likert scale, ranging from (1) “not agree” to (5) “totally agree”. An item example would be “I am willing to engage in the coaching.” All items are listed in Appendix F. The total score results by summing up the individual scores, ranging from 5 to 35.

Check-the-Coach Scale. The post-measurement additionally included feedback and the evaluation of the intervention, and the work of the coaches. For this purpose, selected items of the Check-the-Coach Scale (Bachmann et al., 2004) were used. 34 Items that applied best to the intervention were selected out of 48 Items. The items could be answered on a five-point likert scale, ranging from (1) “strongly disagree” to (5) “strongly agree”. All items are listed in Appendix F. The total score is built by summing up the individual scores, which can

range between 34 and 170. The authors report the intern consistency as adequate, but no exact values are published.

Conscientiousness of Participation. The conscientiousness of participation in the intervention was measured using five self-made items, asking to rate how much of the sessions and the associated exercises they executed. The participants were supposed to rate how much the statements are applying to them on a five-point likert scale, ranging from (1) "applies not at all" to (5) "applies totally". An item example would be "I have read the first chapter (Start of the journey into Positive Psychology) and executed the associated exercises.". All items are listed in Appendix F. The total score is built by summing up the individual scores, resulting in a score between 5 and 25.

Exeuction of the Gratitude Journal. Two new items were constructed to assess how frequently the participants executed the gratitude journal. The first item asked if the participants executed the journaling at least once per week, which could be answered with "yes" or "no". The second item asked how frequently the participants executed the journal during the coaching period. The item could be answered on a continuum scale from 0%, equaling at no day, 50%, equaling half of the days, and 100%, equaling every day.

Qualitative Feedback. In line with the applied mixed methods design, qualitative items were added to the dominantly quantitative study design. These qualitative items aimed to facilitate the interpretation of the quantitative data and, therefore, enable a more holistic and exhaustive answer to the research questions.

At post-intervention measurement, the participants were asked what they especially liked and disliked about the intervention. At follow-up measurement, it was asked if they continued to practice any of the interventions and, if so, which ones.

Data Collection

The data collection was conducted using the online survey platform "SoSciSurvey" (Leiner, 2019). The participation was completely voluntary and pseudonymized to prevent any conclusions about the individuals. Before each survey, the participants were informed about participation conditions, and their informed consent was obtained (Appendix F). Despite the screening, the participants had one week to complete the surveys. In order to increase participation and reduce data loss, reminder e-mails were sent every two to three days. The whole data collection process is presented in Table 5.

Table 5

Data Collection

	Measuring time			
Instruments/Outcome	Screening	T1	T2	T3
Demographic data	✓	✓	-	-
WHO-5	✓	-	-	-
ADS-K	✓	✓	-	-
CIT	-	✓	✓	✓
GQ6	-	✓	✓	✓
GSE	-	✓	✓	✓
MfC	-	✓	-	-
CtC	-	-	✓	-
CoP	-	-	✓	-
FGJ	-	-	✓	-
Qualitative feedback	-	-	✓	✓

Notes. T1 = baseline measurement, T2 = post measurement; T3 = follow-up measurement. CIT = "Comprehensive Inventory of Thriving"; PWB = "psychological well-being"; SWB = "subjective well-being"; GQ-6 = "Gratitude Questionnaire"; GSES = "General self-efficacy Scale"; MfC = "Motivation for Change"; CtC = "Check-the-coach scale", CoP = "Conscientiousness of participation"; FGJ = "Frequency of practicing the gratitude journal". Periods of data acquisition: Screening: 10.04. – 02.05.2021; T1: 27.04. – 03.05.2021; T2: 05.06. – 13.06.2021; T3: 01.07. – 11.07.2021.

Post-Hoc Internal Consistency

All scales were built by the rules of the instrument's authors or, in case of self-constructed scales, as described above. The internal consistencies can be found in Table 6. The reliability was calculated for the total sample and separate for the three measuring times. The interpretation criteria of Blanz (2015) were used for the interpretation of the data: $\alpha \geq .9$ =excellent, $\alpha \geq .80$ =good/high, $\alpha \geq .70$ = acceptable, $\alpha \geq .60$ =questionable, $\alpha \geq .50$ =bad/low and $\alpha \geq .50$ = unacceptable.

Table 6

Internal Consistency (Cronbach α) of all Scales of the Total Sample by Measuring Time

			T1	T2	T3
Instrument	Outcome	Items	Cronbach α	Cronbach α	Cronbach α
CIT	PWB	54	.96	.96	.96
	SWB	9	.94	.92	.95
GQ-6	GRA	6	.63	.56	.57
GSE	SE	10	.89	.85	.90
s.m.	MfC	6	.79	-	-
CtC	SwC	23	-	.93	-
s.m.	CoP	5	-	.80	-

Note. $N = 83$: CIT = "Comprehensive Inventory of Thriving"; GQ-6 = "Gratitude Questionnaire"; GSE = "General self-efficacy Scale"; s.m. = self-made items; MfC = "Motivation for Change"; CtC = "Check-the-coach scale"; CoP: Conscientiousness of participation; PWB = Psychological well-being; SWB = subjective well-being.

All scales showed high to excellent internal consistencies at all measuring times. Only the GQ-6 had a questionable internal consistency at baseline measurement and low internal consistency at post-intervention and follow-up. A scale analysis showed no advantage of excluding any items, so all items were used for further analysis.

Statistical Analysis

Data Analysis

For the analysis, the statistic software IBM SPSS Statistics, version 26.0.0.0 was used. The alpha level was set at the commonly used .05, which equals a p-value of 5%. All scales were calculated following the rules of the respective instrument, as explained above. For the interpretation of the effect sizes Cohen's (1988) critical values were used ($\eta^2_p \leq .01$; small effect, $\eta^2_p \leq .06$; moderate effect, $\eta^2_p \leq .14$; large effect; $d > .20$; small effect, $d > .50$; moderate effect, $d > .80$; large effect). Because of multiple testing, the alpha-error was adjusted using the Bonferroni-Holm-adjustment.

Missing Values

The online survey was pre-set in a way that every item had to be answered. Therefore, there were no missing values regarding single items. Because of the sufficient sample size and the small drop-out rate, it was decided to execute a completer analysis. Therefore, only

participants who completed the survey at all three measuring times were included in the further analysis.

Primary Research Questions

The primary research question asked if the POGC sustainably enhances different aspects of well-being relative to a minimal supported AI. PWB, SWB, gratitude, and self-efficacy were examined as dependent variables and are operationalized as described earlier.

First, unpaired t-tests were executed to ensure that there are no significant baseline differences between the intervention groups regarding the dependent variables. To investigate if there was a significant difference in well-being over time due to the intervention group, two-factorial repeated measure ANOVAs (2x3) were executed. The three measuring times built the within-subject-factor (T1, T2, T3) and the two groups the between-subject-factor (POGC vs. AI). If the interactions were significant, simple effect analyses were used to break down the interactions, examine the short-term and long-term effects of the interventions, as well as the differences between the groups. It was decided to use simple effects instead of post-hoc tests because there were specific a priori hypotheses (Field, 2017). Additionally, simple effects analyses provide greater power than post hoc t-tests (Field, 2017). If the interactions were not significant, but there was a significant main effect of time, it was decided to execute repeated measure ANOVAs for each group to examine the individual effects of the intervention. If there was a significant main effect, simple contrasts were used to examine the interventions' short- and long-term effects.

Prior to the analyses, the assumptions had to be checked to prevent biases. All dependent variables must be metric, which is the case. Since the sample size was above 30 participants per group and both groups are pretty equal in size ($n_{POGC} = 38$, $n_{AI} = 45$), an approximate normal distribution can be assumed (Bortz & Schuster, 2016). Also, Field (2017) postulates that the assumption of homogeneity of variances is irrelevant if the group sizes are very similar. Therefore, this assumption can be ignored (Field, 2017). The assumption of sphericity was checked using the Mauchly-test and corrected using the Huynh-Feldt correction if violated.

Secondary Research Questions

Multiple linear regressions were executed to examine which of the hypothesized factors predict the effectiveness of the interventions regarding the different aspects of well-being. The change values of the outcome variables (post-intervention score minus baseline score) were used as the criterium. (1) Age, (2) initial level of depressive symptoms, (3) motivation for change, (4) consciousness of participation, and (5) satisfaction with the

coaching were examined as predictors. Additionally, the change in self-efficacy was added as a predictor for the change in PWB. The frequency of execution of the gratitude journal was additionally added as a predictor for the change in gratitude. The backward elimination technique was chosen because it causes less type-II errors compared to the forward selection (Field, 2017). Again, prior to the analyses the assumptions had to be checked to prevent biases. All variables must be either dichotomous or metrical, which was the case. Linearity of the correlation and homoscedasticity were checked by using a scatter plot. Boxplots were used to identify any outliers. The Durbin-Watson-test was used to check for the independence of the residuals, with a value near 2 indicating independence. The P-P-plot was used to check for the normal distribution of the residuals, and multicollinearity was checked by interpreting the variance inflation factor (VIF), which should not be larger than 10.

All assumptions have been checked. Any violations will be reported in the results.

Explorative Qualitative Research Questions

Inductive qualitative coding was used to examine the qualitative data. The participants' answers were analyzed, and a code was allocated to relevant content. A subsequent frequency analysis allowed to extract frequently given answers, divided by intervention groups.

Results

Group Comparability

Despite the randomized group allocation, it must be assured that there are no significant differences between the groups at baseline measurement (T1). To investigate the group comparability, unpaired t-tests were executed. No differences were found between the groups regarding PWB ($t(81) = -.63$, $p = .529$), SWB ($t(81) = -1.06$, $p = .294$), gratitude ($t(81) = .29$, $p = .775$), and self-efficacy ($t(81) = .25$, $p = .804$). Therefore, the two groups are comparable.

Effectiveness of the Intervention

All descriptive statistics regarding the primary outcome variables are listed in Table 7.

Table 7

Descriptive Statistics Regarding Primary Outcome Variables

	Measuring time	POGC (n=38)		AI (n=45)	
		M	*SD*	*M*	*SD*
PWB (CIT)	T1	198.24	30.53	202.16	25.92
	T2	214.42	21.92	205.69	28.17
	T3	212.66	23.18	206.67	32.44
SWB (CIT)	T1	10.42	2.47	10.98	2.33
	T2	11.76	1.81	11.29	2.48
	T3	11.68	2.31	11.40	2.83
GRA (GQ-6)	T1	35.18	4.59	34.91	4.08
	T2	36.02	3.58	35.62	4.41
	T3	36.08	3.72	35.60	4.53
SE (GSE)	T1	28.74	4.62	28.49	4.42
	T2	31.39	3.57	29.64	4.06
	T3	31.66	4.43	30.00	4.91

Note. Means and standard deviation regarding primary outcome variables, divided by time and group. GRA = gratitude; SE = self-efficacy; PWB = psychological well-being; SWB = subjective well-being

Psychological Well-Being (PWB)

Hypothesis 1.1 assumed a sustainable positive effect of both the POGC and the minimally supported AI on PWB, while the POGC is expected to be significantly more effective than the AI.

After checking for sphericity, the Huynh-Feldt adjustment was used to correct violations ($p < .05$).

The mixed ANOVA showed a statistically significant small to moderate interaction between time and intervention group ($F(1.62, 131.46) = 3.66$, $p = .037$, $\eta^2_p = .04$). There was also a significant moderate to large main effect for the inner-subject factor time ($F(1.62, 131.46) = 10.30$, $p < .001$, $\eta^2_p = .11$) but not for the between-subject factor group ($F(1, 81) = .46$, $p = .502$, $\eta^2_p = .006$).

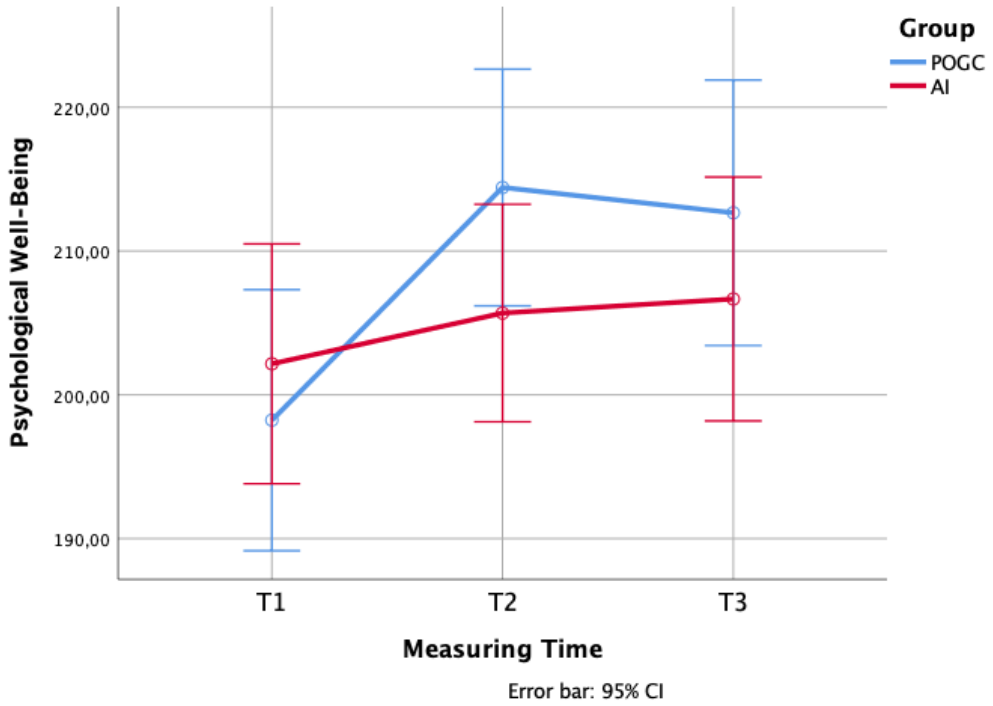
The subsequent simple effect analysis showed that PWB scores were significantly higher after the intervention for the POGC group ($p < .001$), but not for the AI group ($p = .347$). Also, the PWB score did not differ significantly between post-intervention and follow-up, neither for the POGC ($p = .485$), nor for the AI group ($p = .673$). The post-hoc power

analysis calculated with the total sample size of $N = 83$ resulted in a statistical power of $(1-\beta) = .99$.

Therefore, the effectiveness of both interventions on PWB differed significantly. Only the POGC was significantly effective in increasing PWB. The PWB scores were found to remain stable over the follow-up period of four weeks. Therefore, the results support the hypothesis. The results are visualized in Figure 4.

Figure 4

Changes in Psychological Well-Being Over Time



Note. Results of the 2x3 mixed ANOVA regarding PWB.

Subjective Well-Being (SWB)

Hypothesis 1.2 assumed a sustainable positive effect of both the POGC and the AI on SWB, while the POGC is expected to be significantly more effective than the AI.

After checking for sphericity, the Huynh-Feldt adjustment was used to correct for violations ($p < .05$). The mixed ANOVA showed no statistically significant interaction between time and intervention group (Interaction: $F(1.92, 149.98) = 2.61$, $p = .081$, $\eta^2_p = .03$). There was a significant moderate main effect of time ($F(1.92, 149.98) = 8.05$, $p = .001$, $\eta^2_p = .09$), but not for group ($F(1, 81) = .02$, $p = .882$, $\eta^2_p < .01$). Therefore, the POGC was

not significantly more effective over time, compared to the minimally supported AI. The post-hoc power analysis resulted in a statistical power of $(1-\beta) = .99$.

Nevertheless, the plot (Figure 5) showed a positive trend of the SWB scores over time in both conditions, which is also supported by the significant main effect for time. Therefore, additional one factorial repeated measure ANOVAs and simple contrasts were calculated for both groups to check for any individual effects irrespective of the group.

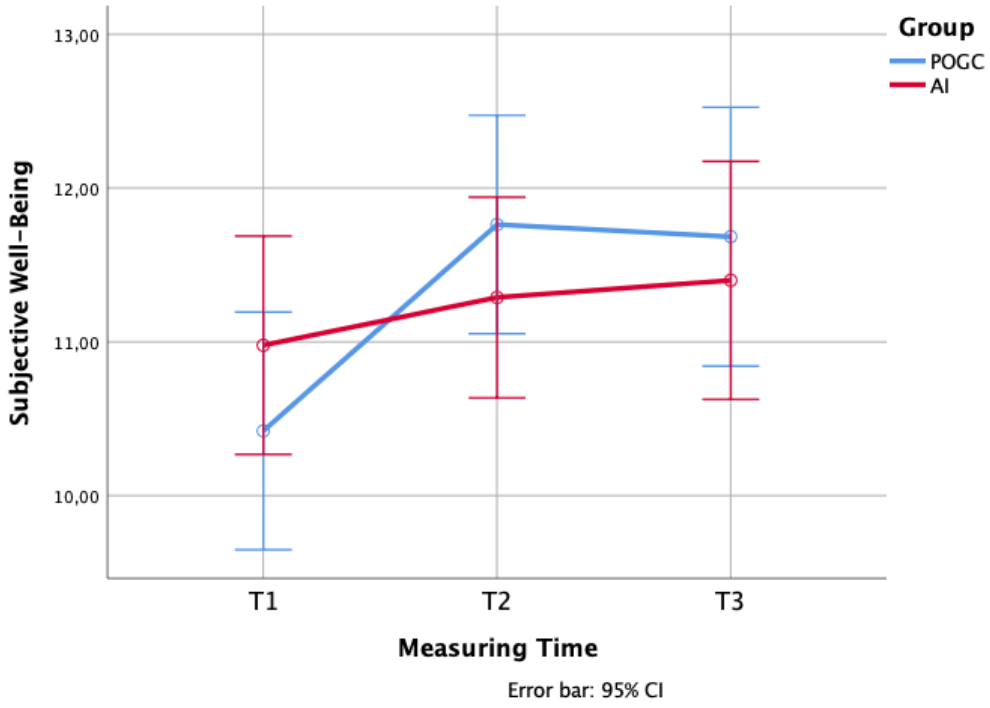
For the POGC condition, there was a statistically significant large change in SWB scores over time ($F(1.55, 57.295) = 9.79$, $p = .001$, $\eta^2_p = .21$). Simple contrasts showed a significant increase in SWB between baseline ($M = 10.42$, $SD = 2.47$) and post-intervention measurement ($M = 11.76$, $SD = 1.81$) of 1.34 (SE = .39) with a large effect size ($p = .003$, $\eta^2_p = .21$). This effect was shown to be stable over time because there was no significant change in SWB scores between post-intervention measurement ($M = 11.76$, $SD = 1.81$) and follow-up ($M = 11.68$, $SD = 2.30$) (SE = .221, $p = .723$, $\eta^2_p < .01$).

No significant increase in SWB was found for the AI condition ($F(2, 88) = .853$, $p = .430$, $\eta^2_p = .02$).

Summarizing, the results show that the POGC significantly increases SWB and that this effect is stable over a follow-up period of four weeks. There was no such effect for the AI condition. However, the effectiveness of the POGC did not differ significantly from the AI. Therefore, the hypothesis can only partly be confirmed.

Figure 5

Changes in Subjective Well-Being Over Time



Note. Results of the 2x3 mixed ANOVA regarding SWB.

Gratitude

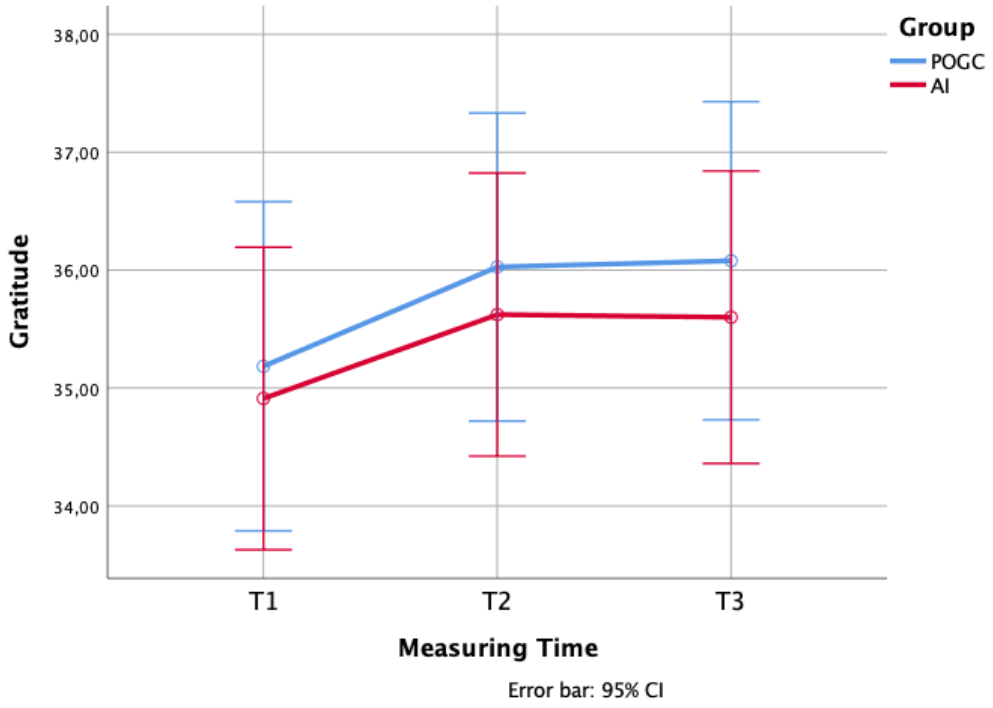
Hypothesis 1.3 assumed a sustainable positive effect of both the POGC and the minimally supported AI on gratitude, while the POGC is expected to be significantly more effective than the AI.

After checking for sphericity, the Huynh-Feldt adjustment was used to correct for violations ($p < .05$). The effectiveness of the two interventions did not differ significantly regarding gratitude (Interaction: $F(1.88, 152.10) = .03$, $p = .966$, $\eta^2_p < .001$). Also, there was no significant main effect for time ($F(1.88, 152.10)=2.16$, $p=.122$, $\eta^2_p =.03$), or group ($F(1, 81) = .249$, $p = .619$, $\eta^2_p < .01$). The results a visualized in Figure 6. The post-hoc power analysis resulted in a statistical power of $(1-\beta) = .09$.

Due to the lack of significant effects, no additional analyses were executed. Neither the POGC nor the AI condition had a significant effect on gratitude. Hence, the results do not confirm the hypothesis.

Figure 6

Changes in Gratitude Over Time



Note. Results of the 2x3 mixed ANOVA regarding gratitude.

Self-Efficacy

Hypothesis 1.4 assumed a sustainable positive effect of both the POGC and the minimally supported AI on self-efficacy, while the POGC is expected to be significantly more effective than the AI.

After checking for sphericity, the Huynh-Feldt adjustment was used to correct for violations ($p < .05$). The effectiveness of the two interventions did not differ significantly regarding self-efficacy (Interaction: $F(1.66, 134.69) = 1.35$, $p = .249$, $\eta^2_p = .02$). There was a significant moderate to large main effect for time ($F(1.66, 134.69) = 10.955$, $p < .001$, $\eta^2_p = .12$), but not for group ($F(1, 81) = 2.58$, $p = .112$, $\eta^2_p = .03$). According to these results, the POGC was not significantly more effective over time, compared to the minimally supported AI. The post-hoc power analysis resulted in a statistical power of $(1\text{-}\beta) = .81$.

Despite the lack of a significant interaction effect, the plot showed a positive trend of the self-efficacy scores over time in both conditions for T1 to T2 and for T2 to T3, which is also supported by the significant main effect of time. Therefore, additional one factorial repeated measure ANOVAs and simple contrasts were calculated for both groups.

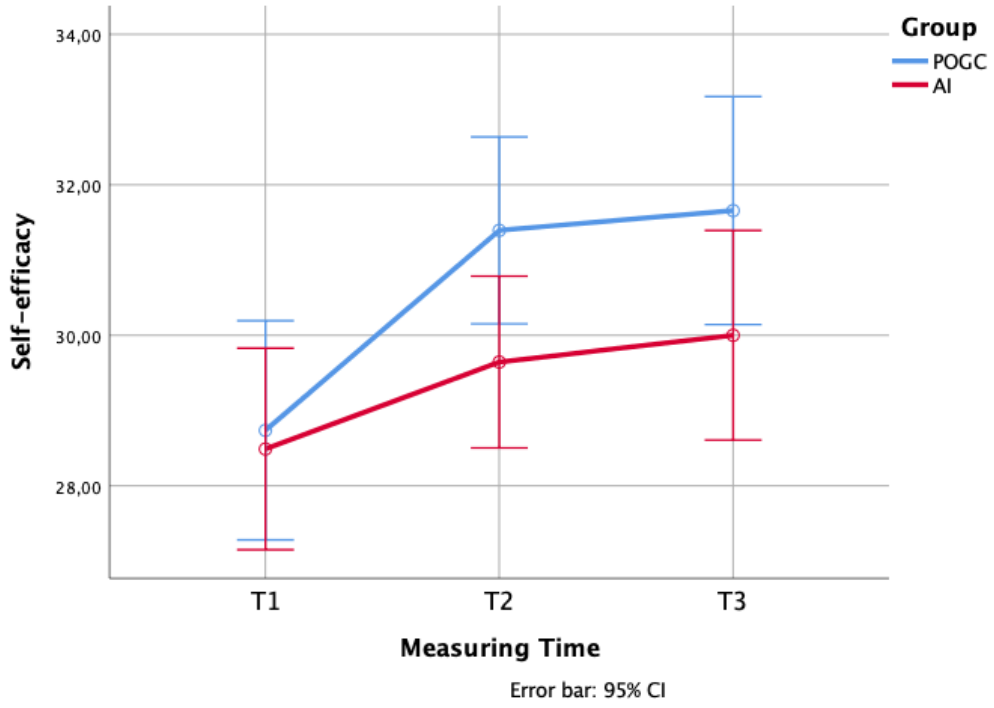
For the POGC condition, there was a statistically significant change in self-efficacy scores over time ($F(1.59, 58.76) = 7.69$, $p = .002$, $\eta^2_p = .17$) with a large effect size. Simple contrasts showed a significant increase in self-efficacy between pre- and post-intervention of 2.66 (SE = .88, $p = .009$, $\eta^2_p = .20$) with a large effect size. This effect was shown to be stable over time as there was no significant change in self-efficacy scores between T2 and T3 (SE = -.26, $p = .723$, $\eta^2_p = .01$).

For the AI condition, a close to significant increase in self-efficacy was found ($F(1.72, 75.79) = 3.09$, $p = .059$, $\eta^2_p = .08$).

Summarizing, the results show a significant positive effect of the POGC on self-efficacy, which is stable over time, while there was no significant effect for the AI condition (Figure 7). However, the effectiveness of the POGC did not differ significantly from the AI. Therefore, the hypothesis can only partly be confirmed.

Figure 7

Changes in Self-Efficacy Over Time



Note. Results of the 2x3 mixed ANOVA regarding self-efficacy.

Influencing Factors on the Effectiveness of the POGC (H2.1 – H9)

In the hypotheses it was assumed that (1) *age,* (2) *initial depressive symptoms,* (3) *motivation for change,* (4) *conscientiousness of participation,* and (5) *the satisfaction with the*

coaching predict the effectiveness of the intervention regarding PWB, SWB, gratitude, and self-efficacy. Additionally, it was assumed that the increase in *self-efficacy* predicts the effectiveness of the intervention regarding PWB and that the frequency of practicing the *gratitude journal* predicts the effectiveness regarding gratitude. Multiple regressions were calculated for each criterion. For lucid presentation, the results are arranged by statistical analyses and not by hypotheses. The descriptive data of the predictors as well as the intercorrelations can be found in the Tables 8 and 9.

Table 8

Descriptive Statistics of the Predictors

	M	Min - Max	SD	Skewness
Age	30.16	18-65	9.14	1.80
DEP(T1)	12.73	0 - 45	6.50	.23
SwC	86.43	34 - 170	11.48	-.43
MfC	29.14	5 – 35	1.21	-1.18
CoP	22.08	5 - 25	2.58	-.62
GJ	58.05	1 - 100	29.25	-.39
ΔSE	1.92		2.96	-.21

Note. Min – Max = range of the instrument, DEP(T1) = initial level of depressive symptoms, SwC = satisfaction with the coaching, MfC = motivation for change, CoP = conscientiousness of participation, GJ = gratitude journal, SE = self-efficacy.

Table 9

Intercorrelations of the Variables Regarding the Regression Model (nPOGC = 38)

Variable	2	3	4	5	6	7	8	9
1. Age	-.01	.22	.63**	.24	-.20	-.12	-.06	-.03
2. DEP(T1)	-	-.07	-.25	-.12	.42**	.35*	.15	.07
3. MfC	-	-	.21	.36*	.02	.29	.16	.15
4. CoP	-	-	-	.51**	-.09	-.10	.23	.09
5. SwC	-	-	-	-	.24	.33*	.20	.41**
6. ΔPWB	-	-	-	-	-	.67**	.36*	.51**
7. ΔSWB	-	-	-	-	-	-	.44**	.36*
8. ΔGRA	-	-	-	-	-	-	-	.23
9. ΔSE	-	-	-	-	-	-	-	-

Note. DEP(T1) = initial level of depressive symptoms; MfC = motivation for change; CoP = conscientiousness of participation; SwC = satisfaction with the coaching; ΔPWB, ΔSWB, ΔGRA and ΔSE = difference between T1 and T2.
*$p \leq .05$. **$p \leq .01$.

Predictors of the Change in Psychological Well-Being

All statistical assumptions were met, but one outlier was found, which was excluded from further analysis.

The initial level of depressive symptoms (*b = .83, SE b* = .29, β = .37, $t(34) = 2.82$, $p = .008$) and the change in self-efficacy from T1 to T2 (*b = 2.52, SE b* = .64 ,β = .52, $t(34) = 3.91$, $p < .001$) significantly predicted the increase of PWB between T1 and T2. Taken together, both variables explained 36.9% of the variance ($R^2_{adj} = .37$, $F(2, 34) = 11.54$, $p < .001$). The post-hoc power analysis resulted in a statistical power of $(1-\beta) = .99$.

Contrary to the assumptions, motivation for change (β = -.01, $t(34) = -.05$, $p = .964$), conscientiousness of participation (β = -.06, $t(34) = -.46$, $p = .652$), satisfaction with the coaching (β = .13, $t(34) = .89$, $p = .382$) and age (β = -.14, $t(34) = -1.06$, $p = .298$) did not significantly predict the increase of PWB and were, therefore, excluded from the model.

Predictors of Change in Subjective Well-Being

All statistical assumptions were met, but one outlier was found, which was excluded from the further analysis.

Consistent with the hypothesis, higher levels of initial depressive symptoms (*b = .09, SE b* = .04, β =.35, *t*(33) = 2.34, *p* = .025), and more satisfaction with the coaching (*b = .08, SE b* = .02, β =.56, *t*(33) = 3.36, *p* = .002) significantly predicted the increase of SWB between T1 and T2. Contrary to the assumption, higher scores of conscientiousness of participation (*b = -.24, SE b* = .11, β =-.38, *t*(33) = -2.29, *p* = .028) negatively predicted the increase of SWB between T1 and T2. Taken together, these three variables explained 28.4%, of the variance (R^2_{adj} = .28, *F*(3, 33) = 5.76, *p* = .003). The post-hoc power analysis resulted in a statistical power of (1-β) = .99.

Contrary to the assumptions, motivation for change (β =.22, *t*(33) = 1.45, *p* = .158), change in self-efficacy from T1 to T2 and and age (β =.12, *t*(33) = .76, *p* = .455) did not significantly predict the increase of SWB.

Predictors of Change in Gratitude

All statistical assumptions were met, but one outlier was found which was excluded from further analysis.

Consistent with the hypothesis, frequency of executing the gratitude journal positively predicted the gain in gratitude comparing pre- and post-intervention measurements (*b = .05, SE b* = .02, β =.35, *t*(35) = 2.23, *p* = .032). The frequency of executing the gratitude journal explained 9.9% of the variance (R^2_{adj} = .10, *F*(1, 35) = 4.96, *p* = .032). The post-hoc power analysis resulted in a statistical power of (1-β) = .65.

Contrary to the assumptions, neither initial depressive symptoms (β =.07, *t*(35) = 0.44, *p* = .660), motivation for change (β =.04, *t*(35) = 0.26, *p* = .795), conscientiousness of participation (β =-.03, *t*(35) = -0.16, *p* = .875), the satisfaction with the coaching (β =-.15, *t*(36) = -0.84, *p* = .943) or age (β =-.23, *t*(35) = -1.45, *p* = .157) significantly predicted the increase of gratitude between T1 and T2.

Predictors of Change in Self-Efficacy

All statistical assumptions were met, but one outlier was found which was excluded from the further analysis.

Consistent with the hypothesis, satisfaction with coaching significantly predicted the increase of self-efficacy between T1 and T2 (*b = .1, SE b* = .04, β =.39, *t*(35) = 2.48, *p* = .018). Satisfaction with the coaching explained 12.6% of the variance (R^2_{adj} = .13, *F*(1, 35) = 6.17, *p* = .018). The post-hoc power analysis resulted in a statistical power of (1-β) = .74.

Contrary to the hypotheses, neither motivation for change (β = -.02, *t*(35) = -0.13, *p* = .898), nor conscientiousness of participation (β = -.10, *t*(35) = -0.52, *p* = .61), nor the initial

level of depressive symptoms (β = -.09, $t(35) = -0.52$, $p = .604$) significantly predicted the increase of self-efficacy between T1 and T2.

Subjective Feedback

Rating in School Grades

To get a first impression about how the participants liked the intervention, they were asked to rate the intervention in school grades, ranging from (1) "excellent" to (5) "insufficient". Participants of the POGC only assigned grades between (1) "excellent" and (2) "good" and rated the intervention with 1.32 on average (*SD* =0.47). The participants of the minimally supported AI assigned grades between "excellent" and "satisfactory" and rated the intervention with 1.84 on average (*SD* =0.52).

To test whether the groups differed significantly in their ratings, an independent t-test should have been calculated. As it turned out that the grades were not normally distributed in both groups, a Mann-Whitney-U-test was executed instead. The POGC group rated the intervention significantly better than the minimally supported AI group ($U(n_{POGC} = 38, n_{AI} = 45) = 442.00$, $z = -4.30$, $p < .001$, $d = 1.05$). The complete ratings can be found in Table 10.

Table 10

Ratings of the Intervention in School Grades

	POGC	**AI**
n	38	45
M (SD)	1.32 (0.47)	1.84 (0.52)
Grade (%)		
1	26 (68%)	10 (22.2%)
2	12 (31.6%)	32 (71.1%)
3	0 (0%)	3 (6.7%)
4	0 (0%)	0 (0%)
5	0 (0%)	0 (0%)

Note. 1 = "excellent", 2 = "good", 3 = "satisfactory", 4 = "sufficient", 5 = "insufficient".

Furthermore, the participants were asked what they did and did not like about the intervention. To analyze the answers qualitative coding was executed.

What did the Participants like About the Coaching?

After scanning every answer concerning what was experienced as positive about the coaching, the mentioned points could be summarized and allocated to seven categories: (1) *Atmosphere of the coaching*, meaning the positive interchange and respectful, intimate, and unconstrained atmosphere during the coaching sessions.

(2) *Interpersonal exchange*, referring to the social aspects of the coaching and the possibility to discuss and reflect together in small and big groups as well as the opportunity to learn from and with the other participants.
(3) *The workbook*, referring to the well-structured, easy-to-understand and interesting content as well as the appealing design of the material.
(4) *Content and practices of the sessions,* referring to the PPIs and other practices of the coaching being interesting, diverse, easy to follow, practical applicable in everyday life, and fun to execute.
(5) *Conception*, meaning the clear structure, conception, and framing conditions of the sessions and the whole coaching process, including aspects like the diverse methods, the setting, and the timely framework.
(6) *Coaches and mentoring*, referring to the quality of the mentoring being professional, and the coaches being sympathetic and empathetic.
(7) *Personal time*, which refers to the coaching giving the time to self-reflect and grow as a person, as well as simply giving the opportunity to invest time in oneself.

More than half of the participants of the POGC liked the interpersonal exchange with the other participants and the positive atmosphere in the coaching sessions the most. Participants of the AI most frequently mentioned the workbook and the content and practices of the coaching as especially positive. Also, about 40% of both groups mentioned the conception and structure of the coaching as positive aspects. For POGC participants, this referred to the fixed, regular dates, whereas for AI participants, it referred to the timely flexibility of the setting. In total, 92.1% of the participants of the POGC and 86.7% of the AI participants answered the question concerning positive aspects of the intervention. The exact frequencies are listed in Table 11, and the complete answers can be found in Appendix G.

Table 11

What did the Participants Like About the Coaching?

Category	POGC		AI	
	n	%	*n*	%
Atmosphere of the coaching	20	**52.6**	-	-
Interpersonal exchange	24	**63.2**	-	-
Workbook	14	36.8	**23**	**51.1**
Content and practices	16	42.1	**18**	**40.0**
Conception	16	42.1	14	31.1
Coaches and mentoring	12	31.6	9	20.0
Personal time	6	15.8	12	26.7
No answer	3	7.9	6	13.3

Note. n(POGC) = 38, n(AI) = 45; most frequently mentioned categories are printed in bold.

What did the Participants Dislike About the Coaching?

After scanning every answer towards what was experienced as not good about the coaching, the mentioned points could be summarized and allocated to five categories:

(1) *Intensity*, meaning too much timely effort or the coaching being too short, too dense, or involving too many practices per session.
(2) *Group composition*, meaning too many participants per group, not enough diversity regarding age, or certain participants not being active enough.
(3) *Setting*, referring to characteristics of the setting of the respective intervention group.
(4) *Practices*, referring to certain practices which were not suitable or experienced as unpleasant.
(5) *Content,* referring to certain topics and content being too superficial, scientific, or notorious.

In total, there was far more positive feedback than criticism. 60% of the POGC participants and about half of the AI participants did not answer the question concerning negative aspects or stated that they had nothing to criticize. With 13.2%, participants of the POGC most frequently criticized the content as being too superficial, scientific, or notorious. With 40%, the most criticized aspect of the participants of the AI group was about the general setting of the intervention. Participants stated that they did not like the self-help format and would have favored the POGC. Many of them mentioned to have felt alone during the coaching and that they missed interpersonal exchange and more feedback. Additionally, they

said that the self-help setting demanded too much self-control, motivation, and discipline. In contrast, only four participants of the POGC criticized the setting. Some answered that they would have favored a personal setting to an online setting, some found the group setting too intimate and some did not like certain methods like the breakout rooms. There was also some criticism about the intensity by participants of the POGC as well as from the AI. For some of them, the coaching was too much effort, too dense, or involved too many practices per session. At the same time, others would have wished for more sessions because they enjoyed the coaching so much. The exact frequencies of answers in the different categories are listed in the Table 12, and the complete answers can be found in Appendix G.

Table 12

What was not Good About the Coaching?

Category	POGC		AI	
	n	%	*n*	%
Intensity	4	10.5	6	13.3
Group composition	3	7.9	-	-
Setting	4	10.5	**18**	**40.0**
Practices	3	7.9	2	4.4
Content	**5**	**13.2**	1	2.2
No answer or no critique	**23**	**60.0**	**22**	**48.9**

Note. Results of the frequency analysis; *n*(POGC) = 38, *n*(AI) = 45; most frequently mentioned categories are printed in bold.

Long-Term Changes due to the Coaching

Did the participants continue to practice any of the coaching interventions after the coaching, and, if so, which of them?

About two thirds (68.4%) of the participants of the POGC and one third (31.1%) of the participants of the AI continued to practice one or more of the coaching's interventions. With 63.2% of the participants of the POGC and 26.7% of the participants of the AI, the gratitude journal was the most continued intervention. The exact results are shown in Table 13.

Table 13

Continuation of Interventions After the Coaching

PPI	POGC		AI	
	n	%	*n*	%
Gratitude journal	**24**	**63.2**	**12**	**26.7**
Savoring	6	15.8	1	2.2
Character strengths	4	10.5	3	6.7
Others	5	13.2	-	-
No answer	**12**	**31.6**	**31**	**68.9**

Note. Results of the frequency analysis; *n*(POGC) = 38, *n*(AI) = 45; most frequently mentioned categories are printed in bold.

Explorations

Frequency of Practicing the Gratitude Journal

The participants were asked how frequently they had executed the gratitude journal during the coaching. The frequency analysis showed that the participants of both, the POGC and the AI, practiced the gratitude journal more than every second day (M_{POGC} = 59.18%, M_{AI} = 56.56%).

Conscientiousness of Participation and Motivation for Change

It was assumed that higher motivation would be associated with a greater level of conscientiousness of participation. Because the data were not normally distributed, a Spearman correlation was executed. The results showed that conscientiousness of participation and motivation for change was not correlated, neither in the POGC nor in the AI ($p > .05$). Therefore, the hypothesis cannot be confirmed by the data.

Participants' Satisfaction and Well-Being

The results of a spearman correlation analysis showed a significant moderate correlation between satisfaction with the coaching and the gain in PWB ($r = .30$, $p = .007$) and SWB ($r = .35.$, $p = .001$). Therefore, more satisfied participants profited more in terms of gain in PWB and SWB than less satisfied.

Informal Feedback From the POGC Sessions

In the last coaching session of each POGC group, the participants were given the opportunity to give immediate feedback to the coaches. Among other questions, they were

asked what they took along from the coaching. Here are some remarkable answers (freely translated):

"Meaning does not involve striving for something unreachable, but living a good life, appreciating all the little ups and downs which make life worth living."

"At the beginning, I felt like being in a frog's perspective, simply letting everything happen. Now it feels more like a bird's perspective. Like having a total perception, staying on top of things, and being able to participate actively."

"Weaknesses can be strengths; it only needs a change in perspective."

Discussion

This thesis aimed to conceive, execute, and evaluate a digitally delivered coaching program based on combined PPIs, aiming to improve well-being in subclinical adults. Moreover, different influencing variables on the examined effects should be identified. In order to meet the mental health challenges of the current time, the conceived coaching program was supposed to be effective, evidence-based, suitable for everyday life, and accessible for everyone, despite age, location, and financial background. Consequently, the POGC was conceived based on the PPT of Rashid and Seligman (2018) and the preceding work by Nigl (2021) and Reicher (2021). Additionally, insights from the current state of research regarding well-being theories, PPIs, and e-mental health interventions were considered during the conception process. To evaluate the effectiveness of the newly conceived intervention, the POGC was compared to a minimally supported AI.

Regarding the effectiveness, the results showed that the POGC successfully enhanced PWB, SWB, and self-efficacy with large effect sizes. In comparison to the AI, the increase of the PWB was the only outcome variable for which the POGC was significantly more effective, with a small effect size. All effects were stable over a follow-up period of four weeks. In contrast, no significant effects were found on gratitude. Concerning the AI, none of the different aspects of well-being were significantly increased, even though there were visible positive trends for these outcomes.

In terms of influencing variables on the efficacy of the POGC, it was shown that participants with higher levels of initial depressive symptoms profited more from the POGC regarding PWB and SWB. Moreover, a larger increase in self-efficacy due to the coaching predicted higher gains in PWB. Also, individuals who were more satisfied with the coaching experienced larger gains in SWB and self-efficacy. Interestingly, higher scores in the

conscientiousness of participation negatively predicted the increase of SWB. Additionally, participants who practiced the gratitude journal more frequently profited more in terms of gratitude. Finally, no influencing effect was found for age and initial motivation for change. In the following section, the results will be discussed in detail and considered in relation to the current state of research.

Interpretation and Implications

Enhancement of Different Aspects of Well-Being

Psychological Well-Being. In line with prior meta-analyses (Carr et al., 2020; Hendriks et al., 2020; Sin & Lyubomirsky, 2009), the participants reported significantly higher PWB after the POGC with a large effect size. Additionally, the POGC was significantly more effective than the AI with a small to moderate effect size, which matches the findings of Hendriks et al. (2020) and Carr et al. (2020). The effects were shown to be stable over the follow-up period of four weeks, which is also in line with Carr and colleagues (2020) and Hendriks and colleagues (2020). The results of the qualitative feedback indicate that the differences in the effectiveness between POGC and AI can, at least partly, be traced back to the factors of social exchange, fixed dates, and individual mentoring, which also constitutes the main difference between both interventions.

All in all, the POGC was shown to be a sustainable and highly effective intervention that promotes PWB in subclinical adults and is significantly more effective than a minimally supported self-help AI based on the same content and practices.

Subjective Well-Being. As assumed by the research findings of Hendriks and colleagues (2020) and Carr and colleagues (2020), the participants reported significantly higher SWB after the POGC, with a large effect size. Though, against the hypothesis, the effectiveness of POGC and AI did not differ significantly in increasing SWB over time. There are different plausible approaches to explain these results. One explanation could be the minimally supported AI as a comparison group. Because the AI is based on the same practices and content as the POGC, the difference in effectiveness might not be big enough to be detected. Nevertheless, the results support the POGC to be an effective intervention to SWB in subclinical adults, even though it is not significantly more effective than minimally supported e-learning.

Gratitude. Contrary to the expectations based on the theoretical background and prior research findings (Lomas et al., 2014; Reicher, 2021), neither the POGC nor the AI significantly affected gratitude. The coaching program included two classic, well-evaluated gratitude interventions: the gratitude journal and the gratitude visit. Prior research gave

evidence for both interventions to increase gratitude (Emmons & McCullough, 2003; Lomas et al., 2014; Seligman et al., 2005). Consequently, there should have been at least a negligible effect on gratitude. Different explorative analyses were executed, and the qualitative feedback of the participants was analyzed to examine possible explanations.

After excluding a ceiling effect as a possible explanation, the frequency of execution of the gratitude journal was examined. As recommended by Rashid and Seligman (2018), the participants were supposed to complete this intervention daily. The results showed that participants of both intervention groups practiced the gratitude journal every second day on average. Therefore, the lower frequency might have been a limiting factor. This is also supported by the finding that more frequent executions of the gratitude journal predicted greater increase in gratitude (moderate effect size). This indicates that the intervention might have been more effective if the participants had followed the instructions of executing it daily. On the other hand, the qualitative feedback showed that the gratitude journal was popular among the participants. More than half of the POGC and one-quarter of the AI participants voluntarily continued to practice it beyond the end of the coaching. Additionally, many participants explicitly mentioned the gratitude journal as the intervention they liked the most. Therefore, there is no clear evidence for the gratitude journal being the limiting factor. These findings are contrasted by the feedback regarding the participation in the gratitude visit. Only a few participants practiced the gratitude visit because it would have been too time consuming to prepare and execute it within one week. This indicates that the effects on gratitude might have been more prominent if the participants had actually practiced the gratitude visit. Another plausible explanation could be the reliability of the GQ-6, which was found to be insufficient in this sample (Blanz, 2015). Consequently, the changes in gratitude cannot be clearly traced back to the effect of the intervention but could rather indicate a methodological artefact.

Based on the findings, the POGC cannot be recommended to increase gratitude. Participants might profit from a more frequent execution of the gratitude journal and more time to prepare and execute the gratitude visit. Furthermore, future research should consider using another assessment instrument to operationalize gratitude.

Self-Efficacy. As assumed based on the theoretical background and the prior research by Xie and colleagues (2020) and Yan and colleagues (2020), the results showed a significant large positive effect of the POGC on self-efficacy, which was shown to be stable over time. However, the moderate effect of the AI on self-efficacy was only close to significant and did not differ significantly from the POGC. Therefore, the hypothesis can only partly be

confirmed. An explanation for the small difference in effectiveness between the two interventions could be that even though the AI does not aim at vicarious experiences or verbal persuasions due to the self-help setting, the participants might still profit from strong performance accomplishments. These might have been even more influential in the AI compared to the POGC because the participants of the AI completed the whole program autonomously. Consequently, they might be more likely to attribute their accomplishments to themselves. That might reduce the difference in effectiveness concerning self-efficacy between the two intervention conditions and cause the insignificant interaction effect. For further research, it would be interesting to extend the study aims and directly compare these mechanisms of action of POGC and AI to explore the newly developed hypothesis.

Influencing Factors on the Effectiveness of the POGC

Age. Contrary to the findings of Carr and colleagues (2020) and Sin and Lyubomirsky (2009), but in line with the findings of Hendriks and colleagues (2020), age did not predict any of the outcome variables. The right-skewed distribution of age might explain that. The sample was strongly biased towards younger participants with an average age of 30 years. Consequently, the group might not have been diverse enough to detect any effects. Based on the findings of this study, the POGC can equally be recommended to adult participants from all age groups.

Initial Depressive Symptoms. Consistent with the hypothesis, participants with higher initial depressive symptoms profited more from the coaching regarding PWB and SWB, with a moderate effect size. This is in line with the findings of Carr and colleagues (2020) and Sin and Lyubomirsky (2009). This might be explained by a ceiling effect which limits the possibility for improvement of happier, less depressed individuals (Sin & Lyubomirsky, 2009). Another explanation could be that individuals with higher initial depressive symptoms have a higher personal interest in improving their well-being and, therefore, might be more engaged in the intervention (Sin & Lyubomirsky, 2009). In contrast to these assumptions, participants with higher initial depressive symptoms did not profit more from the POGC regarding the enhancement of gratitude. That was not surprising considering that there was no significant effect of the POGC on gratitude in the first place. Also, against the assumptions, the initial level of depressive symptoms did not predict self-efficacy enhancement.

According to these findings and in terms of PWB and SWB, the POGC can be especially recommended as a prevention tool for individuals who show first signs of depression. Moreover, participants profit from the POGC in terms of self-efficacy despite

their initial depressiveness, making it an effective intervention even before manifesting depressive symptoms.

Conscientiousness of Participation. Interestingly, and contrary to the argumentation by Sin and Lyubomirsky (2009), the conscientiousness of participation negatively predicted the increase in SWB with a moderate effect size. It was assumed that people who participate more conscientiously in the coaching will exhibit greater adherence to the instructions, demonstrate greater commitment, take the tasks more seriously, and, therefore, profit to a larger extent from the intervention. One explanation for the contrary result might be that people who voluntarily participate in a coaching aiming to improve well-being and reduce stress are likely to be already more stressed and might suffer from perfectionism or increased pressure to perform. Therefore, a higher level of conscientiousness might increase pressure to perform and cause negative emotions, which reduces the positive effect on SWB. This is supported by the qualitative feedback of 10.5% of the participants who criticized the intensity of the coaching. One participant wrote that she felt stressed because every chapter of the coaching had to be completed within one week, making it feel like another task that must have been done. A possible implication might be to reduce the content and practices of each session. Also, a longer period between the sessions to practice the PPIs and explore the content of the chapters could be helpful. Interestingly there was no such effect found on the effectiveness regarding PWB. This might be because PWB goes beyond subjective happiness and includes more general aspects of well-being, like positive relationships, purpose in life, and autonomy (Ryff, 1989), which are less influenced by negative emotions induced by a feeling of pressure or lack of time. Moreover, in contrast to the assumptions, the conscientiousness of participation did not predict self-efficacy enhancement. That might indicate that it is not necessary to read every chapter and practice every intervention to profit from the POGC in terms of self-efficacy.

Motivation for Change. Contrary to the assumptions based on the postulations of Sin and Lyubomirsky (2009), motivation for change did not predict any of the outcome variables. The data structure might explain this. The distribution of the initial motivation was uneven and left-skewed in this sample. All participants were above-average motivated to participate in the coaching and to work on themselves actively. Consequently, the found result might be the consequence of a ceiling effect, and no clear conclusions can be drawn concerning influencing effects of motivation for change. Hence, future research should examine this effect with a more diverse sample, whereas this might be difficult because participation has to be voluntary, implicating a certain degree of initial motivation.

Conscientiousness of Participation and Motivation for Change. Against the assumptions based on the postulations by Sin and Lyubomirsky (2009), higher levels of motivation to participate in the intervention were not associated with a greater level of conscientiousness of participation. This might be explained by the same considerations as presented above.

Self-Efficacy. In line with the findings of Xie and colleagues (2020) and Yan and colleagues (2020), the increase in self-efficacy due to the POGC did predict the enhancement of PWB with a large effect size. The POGC was assumed to aim at three of the four sources of self-efficacy according to Bandura (1977): (1) Performance accomplishments by learning new tools to increase different well-being components and reach self-set goals autonomously. (2) Vicarious experiences and (3) verbal persuasion by exchanging experiences with other group members, learning from their accomplishments, being encouraged by them, and getting motivated by that. Therefore, the POGC was expected to lead to increased self-efficacy in the participants. Self-efficacy, in turn, is a central aspect of PWB, represented by the dimension of environmental mastery in the PWB theory of Ryff (1989) and the need for competence in the self-determination theory (SDT) by Ryan and Deci (2000). Consequently, an increase in self-efficacy should predict an increase in PWB, which is supported by the findings of this study. Future research should further examine this relation as an essential mechanism of action in well-being interventions.

Explorative Results

Satisfaction with the Intervention. Participants who were more satisfied with the POGC showed larger gains in SWB (large effect) and self-efficacy (moderate effect). Therefore, more satisfied participants profited most from the intervention. That is supported by the assumption Schuller (2014) made in his person-activity fit approach: Clients who are more satisfied with an intervention are more willing to engage in it and, therefore, profit more. This is also in line with the SDT (Ryan & Deci, 2000), stating that intrinsically motivated behavior is perceived as pleasant. Hence, a client is willing to invest more energy into a coaching or intervention that he/she perceives as pleasant. These findings also indicate the importance of empathizing with the clients, inducing their needs, and integrating respective considerations into the conception of an intervention. This is true for the content but also for the delivery. The intervention should be and enjoyable. Consequently, future intervention programs should not only integrate effective, evidence-based practices, but also make an effort to present them in a nice framework and make the participants enjoy them.

Satisfaction of the Participants. Overall, the participants of the POGC and of the AI were above average satisfied with their respective intervention. Nevertheless, the participants of the POGC gave the intervention significantly better grades than the AI participants. The qualitative feedback gave some explanations for this. The participants of the POGC gave positive feedback regarding the positive intercourse and respectful, intimate, and unconstrained atmosphere of the coaching experience. Moreover, they especially liked (2) the interpersonal exchange, referring to the social aspects of the coaching and the opportunity to discuss and reflect together in small and big groups as well as to learn from and with the other participants. The participants of the AI, on the other hand, often criticized that they felt alone during the intervention and missed the interpersonal exchange. These findings indicate the importance of interpersonal exchange and support the decision to attach importance to the discussions and reflections during the conception of the POGC. Additionally, the participants of the POGC often mentioned how much they profited from the diversity of the participants in terms of age and profession, which enabled a fruitful exchange of diverse experiences and perspectives. This is also in line with the coaches' perception and the findings of Gyllensten and colleagues (2020) that group coaching helps to consider different perspectives. Consequently, this indicates that the difference in satisfaction with the intervention between POGC and AI can be traced back to the group setting and the associated social components. The social exchange might have been even more important for the participants in this period of time because of the social restrictions during the COVID-19 pandemic. As an implication, the author suggests paying particular attention to a diverse group composition for future executions of the POGC. Moreover, the investigation of the effect of the group composition on the effectiveness of the POGC could be a subject for future research, as well as the further investigation of the special value of group interventions during the COVID-19 pandemic. Furthermore, participants of the AI and the POGC frequently complimented the workbook's design, structure, and content, attesting that the extra effort to create appealing working material paid off. Participants also often acclaimed the content and practices of the sessions, referring to the PPIs and other practices of the coaching being interesting, diverse, easy to follow, practical applicable in everyday life, and fun to execute. This is in line with the intention behind the conception of the program and supports the selection of interventions and content.

Limitations

There are several limitations to the study. The sample was biased towards a younger, well-educated, female population, which influences the external validity of the findings.

Consequently, the findings of this study cannot be generalized to a German-speaking adult population unreservedly. Further research should include fewer academic and more diverse, male, and older participants. Additionally, the reliability of the GQ-6 was insufficient in this sample, which limits the validity of the results regarding gratitude. Moreover, the follow-up period of four weeks was relatively short. The results regarding the stability of the effects would be even more informative with a follow-up period of six months.

Furthermore, the AI, as the only comparison group, had some methodological disadvantages. Both interventions were based on the same contents and practices and, therefore, related to similar mechanisms of action. This might have reduced the interaction effect of the mixed ANOVAs. Moreover, due to that, it was not possible to execute any moderation or mediation analyses regarding the influencing factor on the effectiveness of the intervention. Less powerful multiple linear regressions had to be calculated instead. Consequently, future research could add an additional passive comparison group, like a waiting-list control group, to the study design. A 3x3 mixed factor design would allow to execute a broader range of analyses, like moderation and mediation analyses, by including a passive control group, and still provide significantly more information due to the active control group.

Another limitation of the study refers to internal validity. The interventions took place from the first week of May, was finished in the first week of June, and the follow-up measurement took place in the first week of July. Therefore, the increase in well-being might also have been influenced by the loosening of the Covid restrictions. These took place at the same time and have been different for everyone. Unfortunately, it was not possible to control for that because all participants had different restrictions depending on their location. Moreover, there might have been confounding due to the participants' reaction to their randomized group allocation. Before starting the trainning phase, the participants were informed that there would be two different intervention conditions, the POGC and the AI. They were also informed about the differences between them. This might have led to an implicit or explicit personal preference, which, in turn, could have led to disappointment when allocated to the unfavored condition. This is supported by the qualitative feedback of the AI participants. 40% of them criticized the intervention setting and said they did not like the self-help format and would have favored the POGC. Future research could profit from a blind group allocation.

Strengths

One strength of this study is the RCT design which represents the scientific gold standard and increases validity. Additionally, the mixed-methods approach allows for a more holistic examination of the research questions than a purely quantitative approach. Even though the active control group had some disadvantages, it adds to the current state of research because, so far, there are far more intervention studies comparing PPIs to passive or waiting-list control groups than studies using active control groups. Also, to the author's knowledge, there is no other study comparing a positive psychological online group coaching to a minimally supported self-help intervention based on the same content and practices. Therefore, it gives a unique insight into the direct comparison between the effectiveness of these two. Moreover, an active control group compared to a passive one controls for the Hawthorne effect and, therefore, increases validity. Another strength would be the standardization and comparability of the coaching sessions between the different coaching groups due to the moderation plans. Lastly, a considerable strength of this study is the topicality and relevance of the topic.

Conclusion

The dangerous consequences of the COVID-19 pandemic on global mental health generate a need for effective mental health prevention programs that promote well-being, reduce psychological distress, are evidence-based, economical, suitable for everyday life, and highly timely and locally flexible. With the POGC, we successfully created such a program by combining effective PPIs with the flexibility and cost-effectiveness of e-mental health interventions and the social advantages of group coaching. The POGC is suitable for enhancing PWB, SWB, and self-efficacy in subclinical adults, even though it was only significantly more effective in increasing PWB than a minimally supported self-help intervention based on the same practices. However, due to methodological problems it is not possible to draw valid conclusions regarding the effects of the POGC on gratitude. Furthermore, the POGC was shown to be particularly effective in increasing PWB and SWB for individuals with higher initial depressive symptoms, indicating that it is an effective prevention program for people who already feel a certain amount of psychological distress. Moreover, the findings indicate the importance of social exchange and the participant's satisfaction for the efficacy of the POGC. Therefore, future programs should pay special attention to making the coaching framework as pleasant as possible in order to meet the participants' needs.

Open questions remain, regarding the practical implementation of the POGC in the health care system, including financial aspects. In Germany, digital mental health applications can be paid for by health insurance, but only for people with a respective diagnosis of a mental disorder. Therefore, this excludes any prevention programs aiming at a subclinical population. In Austria, there is no way at all to externally finance digital mental health interventions at the current time. Hopefully, this study can contribute to promoting the potential of these interventions, especially in order to help people facing the mental health challenges of the current time.

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List of Abbreviations

AI	Alternative Intervention
PP	Positive Psychology
PPI/s	Positive Psychology Intervention/s
PPT	Positive Psychotherapy
POGC	Positive Psychology Online Coaching
PWB	Psychological well-being
SDT	Self-Determination Theory
SWB	Subjective well-being
WS	Work sheet

Appendix A

Recruitment

Figure A1

Flyer

Figure A2

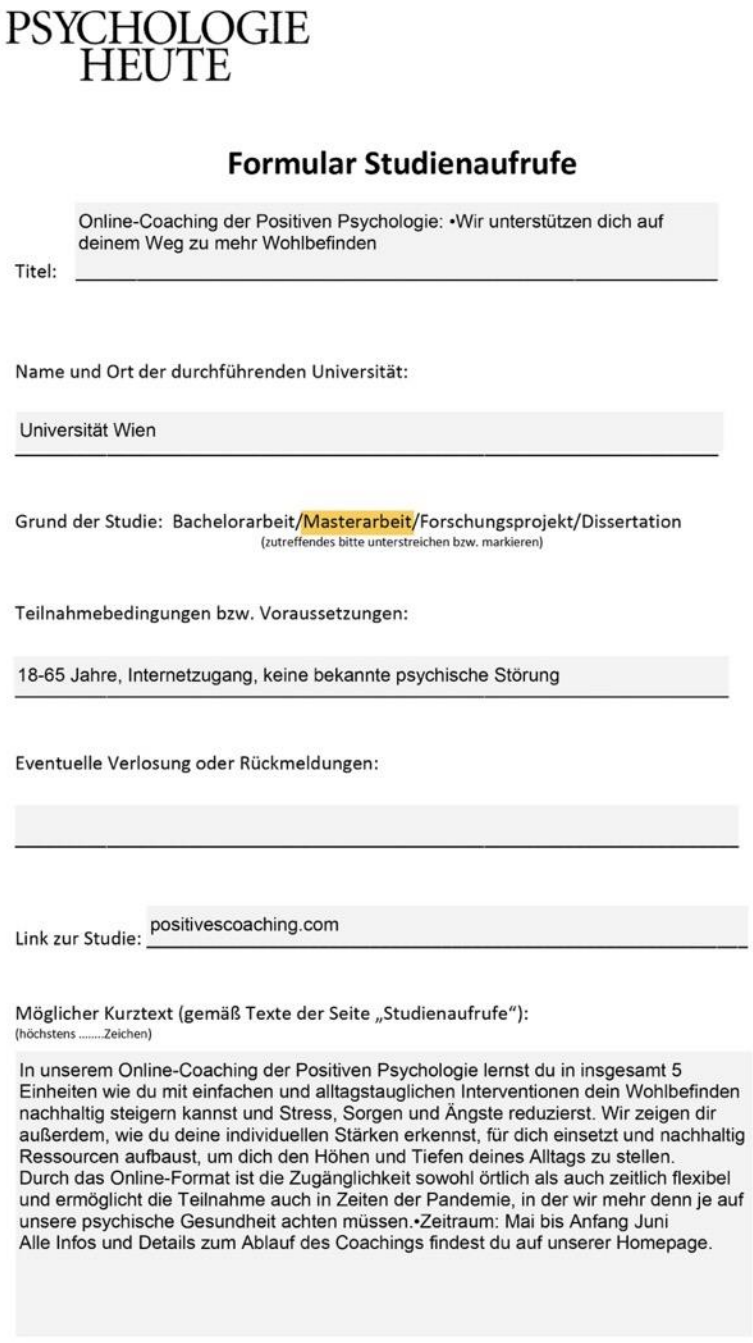
Social Media Post

Figure A3

Alternative Colored Version

Figure A4

Advertisement in German Magazine "Psychologie Heute"



PSYCHOLOGIE HEUTE

Formular Studienaufrufe

Titel: Online-Coaching der Positiven Psychologie: •Wir unterstützen dich auf deinem Weg zu mehr Wohlbefinden

Name und Ort der durchführenden Universität:

Universität Wien

Grund der Studie: Bachelorarbeit/Masterarbeit/Forschungsprojekt/Dissertation
(zutreffendes bitte unterstreichen bzw. markieren)

Teilnahmebedingungen bzw. Voraussetzungen:

18-65 Jahre, Internetzugang, keine bekannte psychische Störung

Eventuelle Verlosung oder Rückmeldungen:

Link zur Studie: positivescoaching.com

Möglicher Kurztext (gemäß Texte der Seite „Studienaufrufe"):
(höchstens .....Zeichen)

In unserem Online-Coaching der Positiven Psychologie lernst du in insgesamt 5 Einheiten wie du mit einfachen und alltagstauglichen Interventionen dein Wohlbefinden nachhaltig steigern kannst und Stress, Sorgen und Ängste reduzierst. Wir zeigen dir außerdem, wie du deine individuellen Stärken erkennst, für dich einsetzt und nachhaltig Ressourcen aufbaust, um dich den Höhen und Tiefen deines Alltags zu stellen.
Durch das Online-Format ist die Zugänglichkeit sowohl örtlich als auch zeitlich flexibel und ermöglicht die Teilnahme auch in Zeiten der Pandemie, in der wir mehr denn je auf unsere psychische Gesundheit achten müssen.•Zeitraum: Mai bis Anfang Juni
Alle Infos und Details zum Ablauf des Coachings findest du auf unserer Homepage.

Appendix B

Samples of the Website

Figure B1

Home Page

Figure B2

Aims of the Coaching

Figure B3

Participation Procedure

Note. This should help the participants to understand the rather complex participation process.

Figure B4

Timetable

Figure B5

Contact Form

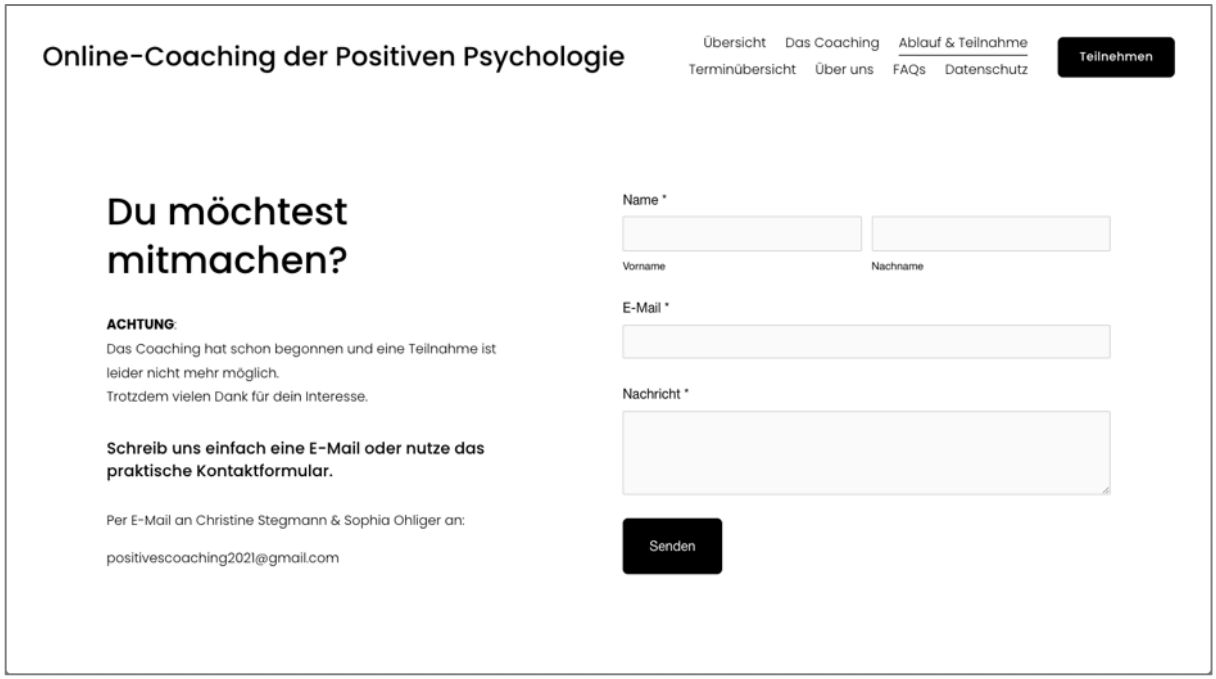


Figure B6

FAQs

Appendix C

Samples of the Workbook

Positives Coaching

Das Workbook zum Coaching der Positiven Psychologie. Dein treuer Begleiter auf deinem Weg zu mehr Wohlbefinden, gefüllt mit nützlichem Wissen und tollen Übungen...

Workbook

Von Sophia Ohliger und Christine Stegmann

10
EINHEIT EINS
1
START DER REISE IN DIE
POSITIVE PSYCHOLOGIE

11

EINHEIT EINS

WAS ERWARTET MICH?

1. EINFÜRHRUNG

Was ist Positive Psychologie?
Überblick über die Themen
des Coachings.

TO DO'S BIS ZUR NÄCHSTEN EINHEIT:

1. Mach dich mit dem Workbook vertraut.
2. Überblick und allgemeine Hinweise sowie 1. Kapitel des Manuals lesen.

AUFGEWANDTE ZEIT ZUHAUSE

Für das Coaching habe ich diese Woche _____ Minuten aufgewendet.

Positive Psychologie

EINFÜHRUNG

Was ist Positive Psychologie und warum brauchen wir sie?

Die Positive Psychologie (PP) ist ein noch relativ junges Forschungsgebiet innerhalb der Psychologie und baut auf all den wunderbaren Eigenschaften auf, mit denen jeder Mensch ausgestattet ist. Sie möchte mit Hilfe von wissenschaftlichen Methoden herausfinden, was Menschen tun, damit es ihnen gut geht und wie man sie dabei unterstützen kann das Leben in vollem Maße zu leben (Blickhan, 2018).

Fragen, die die Positive Psychologie untersuchen und beantworten möchte:

Was macht das Leben lebenswert?
Was macht Glück und Wohlbefinden aus?
Was macht ein erfülltes, sinnhaftes Leben aus?

Die Positive Psychologie hat zum Ziel Menschen dabei zu unterstützen ...

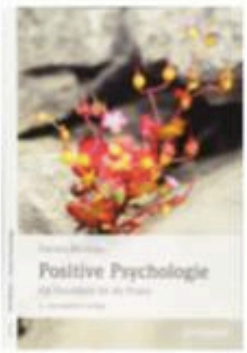
... ihre persönlichen Ressourcen zu stärken und zu erweitern
... ihre Stärken zu erkennen und einzusetzen
... positive Gefühle zu erleben
... Sinn und Erfüllung in ihrem Leben zu finden

Zentrale Aspekte:

(Blickhan, 2018)

DU WILLST MEHR ERFAHREN?

BUCHEMPFEHLUNGEN:



Positive Psychologie:
Ein Handbuch für die Praxis
- Daniela Blickhan

Flourish: Wie Menschen aufblühen
- Martin Seligman

VIDEOS/FILME:

- Martin Seligman über die Positive Psychologie (Englisch) https://www.youtube.com/watch?v=9FBxfd7DL3E&t=178s
- Mehr zum PERMA-Modell https://www.youtube.com/watch?v=Gat6EpG9X4I
- Das Streben nach Glück (2006)

LINKS:

- Dachgesellschaft für PP: https://www.dgpp-online.de/home/themen-der-positiven-psychologie/
- Positive Psychologie: Die Wissenschaft vom glücklichen Leben https://www.positivepsychologie.eu/

43

Dankbarkeit

TAGEBUCH

M D M D F S S

Datum:

1. WAS IST HEUTE GUT GELAUFEN? WAS WAR SCHÖN? WOFÜR BIN ICH DANKBAR?
2. WARUM IST DAS HEUTE PASSIERT?
3. WELCHEN ANTEIL HATTE ICH ODER EINE ANDERE PERSON DARAN?

ERSTE GUTE SACHE

ZWEITE GUTE SACHE

DRITTE GUTE SACHE

Appendix D

Savoring Intervention: Instructions (German)

Macht es euch auf eurem Sitzplatz bequem. Ich werde euch jetzt durch die Übung führen. - Im Folgenden werde ich es „**Frucht**“ nennen, wobei ihr euch dann einfach jedes Mal das jeweilige Wort denkt, was es wirklich ist, okay? ---- **Betrachtet** die Frucht einmal ausgiebig. - Welche Farbe hat sie? - Welche Form? - Welche Struktur oder Textur hat ihre Oberfläche? - Betrachtet die Frucht einmal mit ganz naiven Augen, so als hättet ihr sie vorher noch nie zuvor gesehen und überlegt, was euch auffällt. - **Schließt** nun bitte die **Augen**. - Legt die Frucht auf eure Handfläche und spürt, wie sie dort liegt. - Fühlt sie sich schwer oder leicht an? - Versucht sie durch Ertasten ein wenig zu erforschen. - Ist sie weich oder hart? - Wie fühlt sich die Oberfläche an? - Versucht so viel wie möglich dabei wahrzunehmen, ohne die Augen zu öffnen. -- Ihr könnt auch mal an der Frucht **riechen**, um den Geruch wahrzunehmen. Kommen dabei bestimmte Gedanken oder Gefühle auf? -- **Beißt** ein Stück von der Frucht ab. Legt das Stück zunächst nur auf eure Zunge, ohne bereits zu kauen. Wie fühlt sich die Frucht auf der Zunge an? Könnt ihr schon einen Geschmack wahrnehmen?-- Nun **kaut** das Stück. Nehmt den Geschmack wahr. Was schmeckt ihr? Wo im Mund schmeckt ihr was? -- Wenn ihr genügend gekaut habt, **schluckt** das Stück runter. Nehmt dabei nochmals den Nachgeschmack im Mund wahr. -- Wenn ihr bereit seid, öffnet wieder langsam die Augen.

Appendix E

Moderation Schedules

Figure E1

Session 1

Einheit 1: Einführung, Kennenlernen & Positive Psychologie					
Ziele		Guter Start ins Coaching			
Inhalte		Teil 1: Das Coaching vorstellen, Rahmenbedingungen klären, Kennenlernen der Teilnehmenden Teil 2: Was ist PP? Erste Hausaufgaben bis zur nächsten Einheit			
Gesamtdauer		2 h	**Medium**	Zoom	
Beginn		09:00	**Ende**	11:00	Gruppe A: 04.05.2021
Zeit	**Dauer in Min**	**Thema** Themeneinheiten • Lernziel	Inhalte • Hinweise		**Methodik** **Material** (Vortrag, Übung, etc... Flipchart,etc...)
09:00		**Beginn**			
09:00	15 min	SO • Begrüßung • Ablauf der Stunde • Orga und Technisches	• Willkommen • Tine und Sophia vorstellen • Ablauf für heutige Einheit zeigen • Hat alles geklappt? • Technische Schwierigkeiten? o Zoom-Funktionen erklären ▪ Stummschalten ▪ Chat alle ein X reinschreiben ▪ Daumen hoch als Bestätigung bei Fragen		Titelfolie Folie mit Ablauf
9:15	0-10 min	SO • Offene Fragen bis jetzt?	• Fragen beantworten		
9:25	10 min	SO • Coaching und Ziele vorstellen • Rahmenbedingungen klären	• Überblick über Themen • Regeln (Welche Regeln sind euch wichtig? o Drüber gehen und wichtiges Hervorheben o "Alles kann, nichts muss"-Regel → Freiwilligkeit • **Einverständniserklärung** o In Ordner von Einheit 2 o Ausfüllen und einscannen/fotografieren und per E-Mail senden		Folie mit Themen Mentimeter

9:35	5 min	CS Manual erklären	• Ihr habt euch das erste Kapitel ja bereits angeschaut • Workbook wichtigstes Hilfsmittel. Es enthält alle Informationen und Übungen, die du für das Coaching brauchst. • Damit alles an einem Ort ist • Jede Woche kommt ein neues Kapitel dazu, das auf Google Drive hochgeladen wird • Optimal AUSDRUCKEN und z.B. in Ordner heften (alternativ PDF Reader) • <u>To-Do's beachten:</u> o Vor jeder Einheit Kapitel zur Vorbereitung lesen o Entsprechende Aufgaben machen, z.B. Arbeitsblätter bereit halten, Übung/Intervention durchführen • Hinweis auf Copyright	Bildschirm teilen → Manual zeigen an Bsp. Einheit 2 für nächste Woche
9:40	30 min	SO Kennenlernen	Kennenlernspiele: 1. Jeder stellt sich einmal kurz vor (15 min): a. Name b. Wohnort c. Glücksmoment d. dann weiter nach **Prinzip des "virtuellen Ballzuwerfens"** 2. 3 Gemeinsamkeiten finden (15 min) a. **3 x** 3 Teilnehmer **je 5 min** (bzw. je nach Gruppengröße mehr Teilnehmer pro Gruppe)	GG ggf. 1. Name, 2. Wohnort, 3. Glücksmoment in Chat KG (Break-Out-Room) → **Zeit einstellen!**
10:10	10 min	Pause		In Chat Pausenende
10:20	10 min	CS Input Positive Psychologie	• Was macht ihr, um glücklich zu sein? Was macht euch glücklich? ÜBERLEITUNG ZU PP:	Mentimeter (SS SOPHIA)

			• PP ist die wissenschaftliche Beschreibung und Erforschung von den Dingen, die Menschen glücklich macht.
			• Was ist PP und warum brauchen wir sie?
			  ○ Ergänzendes Gegenstück zur traditionellen Klin. Psych. (Was macht uns krank? Wie kann man diese Störung heilen?)
			  ○ PP → Was machen Menschen um glücklich zu sein? Was macht uns psychisch gesund? Wann geht es uns gut? Was sind Stärken und Ressourcen im ggs zu Defiziten
			  → Kontinuum: Psychische Gesundheit ist mehr als die Abwesenheit von Krankheit
			• Fragen und Aspekte der PP:
			  ○ Was macht das Leben lebenswert?
			  ○ Was macht Glück und Wohlbefinden aus?
			  ○ Was macht ein erfülltes Leben aus?
			  ○ Glück, Wohlbefinden, Stärken, mentale Ressourcen
			• Was PP nicht ist:
			  ○ Keine "Happyologie", oder esoterischer Ansatz in dem es nur darum geht positiv zu denken, Keine Allheilmittel!
			  ○ Negatives gehört genauso zum Leben: Wo Licht ist ist auch Schatten
			• Was macht ein erfülltes Leben aus? → PERMA
			  ○ **Positive Emotionen** (in Vergangenheit, Gegenwart und Zukunft)
			  ○ **Engagement** (Tätigkeiten erleben in denen man aufgeht
			  ○ **Positive Beziehungen**
			  ○ **Sinn**
			  ○ **Erfolg** (gut sein in den Dingen, die man tut)
			• Was sind PPI's?
				Bildschirm teilen!
				Folie Puzzle & Kontinuum
				
				Folie Zentrale Aspekte und Ziele
				
				Folie PERMA
				→ Bogen schließen zu Menti

			○ Wissenschaftlich gestützte, alltagstaugliche Übungen um das Wohlbefinden zu steigern
			  ○ Werden wir im Laufe dieses Coachings kennenlernen
			• Wirkmechanismen:
			  ○ Broaden and Build
			  ■ Positive Emotionen → erweitern den Blick und die Aufmerksamkeit für die schönen/guten Dinge in unserem Leben → Aufbau von Erlebnissen und Verhaltensweisen, die wir in schwierigen Situationen als Ressourcen verwenden können (schöne Erinnerungen, Beziehungen, etc.)
			  ○ Undoing Effekt
			  ■ Biologischer und psychologischer Ausgleich negativer Erlebnisse und Emotionen durch positive Erfahrungen
				Folie Spirale
				
				Folie Undoing Effekt

10:30	15 min	SO HA bis nächste Woche	Erklären was es ist und wofür es gut ist! 1. Charakterstärken Online Selbst-Test mit AB "Meine Stärken" 2. AB "Charakterstärken erkennen" von anderen Personen ausfüllen lassen 3. "Dankbarkeitstagebuch" erklären 4. AB "Lebensrad" zur Bearbeitung bereit halten für nächste Einheit (Ausdrucken oder PDF Reader) Fragen??	Screen teilen TO-DO- Manual → AB Dankbarkeitstagebuch
10:45	15 min	CS Abschlussrunde in GG	Habt ihr Wünsche für das Coaching? Oder Erwartungen? Blitzrunde: Wie geht's euch jetzt? Freut ihr euch auf etwas besonders? Sind Fragen offen?	Mentimeter GG

Figure E2

Session 2

Einheit 2: Standortbestimmung & Charakterstärken erkennen				
Ziele	Ziele setzen und über (die eigenen) Charakterstärken Bescheid wissen			
Inhalte	1. Herausfinden woran man im Rahmen des Coachings arbeiten möchte 2. Mehr über die eigenen Charakterstärken lernen			
Beginn	09:00	**Ende** 11:00	**Gesamt**: 2h	
Zeit / **Dauer**	**Thema** Themeneinheiten • Lernziel		Inhalte • Hinweise	**Methodik** **Material** (Vortrag, Übung, etc... Flipchart,etc...)
	Beginn			
09:00 / 10 min	Begrüßung		• Blitzrunde: ○ Wie geht's euch? Wie seid ihr heute da? ○ Wie seid ihr die Woche mit den Vorbereitungen für das Coaching klargekommen? ■ Dankbarkeitstagebuch ■ VIA Online-Selbsttest ■ Charakterstärken Fremdeinschätzung ■ Lesen des Kapitels	GG Menti
09:10 / 5 min	Überblick über Einheit • Heutige Themen und Ziele: ○ Standortbestimmung und Charakterstärken erkennen		• Besseres kennenlernen der eigenen Lebenswelt, Standortbestimmung Ziele für das Coaching setzen • Mehr über das Konzept der Charakterstärken erfahren • Erkenntnis: Welche Charakterstärken machen mich persönlich aus?	Überblicksfolie
	• Was ihr zur Hand haben solltet:		• AB: Lebensrad ausgedruckt oder bereit zum bearbeiten • Ergebnisse der Charakterstärkeneinschätzung durch eine andere Person und VIA	
09:15 / 5 min	**Erklären** Übung: Standortbestimmung: Wer treffen will muss vorher zielen!		Ziel der Übung: • Klar darüber werden, wie zufrieden ihr mit verschiedenen Bereichen eures Lebens seid • Was ist positiv und läuft gut? • Wo gibt es noch Veränderungspotential? • Visualisierung der Ausgangssituation ○ Möglichkeit Ziele für das Coaching abzuleiten Anleitung: • Beantworte für jeden Lebensbereich die Frage: "Wie zufrieden bist du in Bezug auf ... (z.B. deine Gesundheit)? • Kennzeichne anschließend das Ausmaß deiner Zufriedenheit, in dem du die entsprechenden Felder (1 = sehr unzufrieden bis 10 = sehr zufrieden) markierst. → z.B. **ausmalen** • Auf diese Weise machst du sichtbar, woran du im Laufe diese Coachings eventuell arbeiten möchtest und kannst zwischendurch und am Ende kontrollieren, ob sich bereits etwas verändert hat.	Screen teilen AB: "Lebensrad"

			• Beantworte anschließend die Reflexionsfragen	
09:20	10 min	**Bearbeitung**: Standortbestimmung: Wer treffen will muss vorher zielen!	• 10 min Zeit das AB auszufüllen • Noch Fragen? • Bei Problemen melden!	Jeder für sich
09:30	15 min	Reflexionsfragen in KG besprechen	15 min Breakout-Session mit 2-3 Personen pro Gruppe Reflexionsfragen: • Wie "rund" oder "unrund" läuft dein Lebensrad? • In welchen Bereichen würdest du gerne etwas verändern? • Welches Ziel möchtest du erreichen? Sei dabei so genau wie möglich. • Wie würde sich dein Verhalten und das von anderen ändern, wenn du das Ziel erreicht hast? • Was könntest du bis zur nächsten Woche unternehmen, um deinem Ziel einen Schritt näher zu kommen? Noch Fragen?	KG Reflexionsfragen in den Chat
09:45	5 min	Diskussion/Zusammentragen der Ergebnisse in GG	• Wie war die Besprechung der Übung für euch? • Gab es neue Erkenntnisse für euch? • Habt ihr Ziele für das Coaching für euch finden können? • Gab es Probleme?	GG

			• Möchte jemand seine Ergebnisse in der Gruppe teilen? Nochmal Hinweis, dass man im Laufe des Coachings immer mal wieder reinschauen kann und kontrollieren, ob sich bereits etwas verändert hat.	
9:50	10 min	10 min Pause		Ende Pause in Chat
10:00	10 min	Stärkengespräch in KG Alternativ Menti: Was macht eine Stärke aus? Was passiert, wenn man seine Stärken einsetzt?	• Wir teilen euch nun in 2er Gruppen ein • Überlegt euch eine Stärke, die euch besonders stark ausmacht und erzählt eurem*r Partner*in von einer Situation in der ihr erfolgreich diese Stärke eingesetzt habt. • Wie geht es euch, wenn ihr eure Stärken einsetzt? Was macht diese Stärke aus?	KG Reflexionfragen in den Chat ggf. Menti

10:10	5 min	Input Charakterstärken	• Was sind Charakterstärken?
			  ○ Charaktereigenschaften mit denen wir uns identifizieren.
			  ○ Es macht uns Spaß sie einzusetzen
			  ○ Wir sind gut in Tätigkeiten, in denen wir sie einsetzen können
			  ○ Wir gehen in solchen Tätigkeiten auf und sie fallen uns leicht
			  ○ Wir suchen automatische immer neue Wege um unsere Stärken einzusetzen
			  ○ Ihr Einsatz trägt stark zu unserem Wohlbefinden bei
			• Welche Charakterstärken gibt es?
			  ○ 24 Charakterstärken
				Folie Bubbles?
				
				Folie Abbildung "Rad"

			○ 6 Tugenden ○ Siehe Abbildung Alltagsnah und Beispiele!	
10:15	20 min	Besprechung der Charakterstärkentests (Fremd- und Selbsteinschätzung) in KG	Reflexionsfragen: ● Was sind eure Topstärken? ● Wie geht es euch dabei, wenn ihr eure 5 Hauptstärken der Selbstbeurteilung betrachten? Seid ihr überrascht über das Ergebnis oder einzelne Stärken? ● Unterscheidet sich die Selbst- und die Fremdbeurteilung? Wenn ja, wie? Trifft euch eine Beurteilung besser? ● Gefallen euch eure Stärken? Gibt es welche, mit denen ihr unzufrieden sind? ● Wart ihr überrascht, wie euer Familienmitglied und/oder Freund euch sieht? ● Wie könntet Ihr eure Stärken, mit denen Ihr euch am meisten identifiziert einsetzen, um eurem Ziel aus der Übung „Wer treffen will muss vorher zielen" näher zu kommen?	KG Reflexionsfragen in den Chat
10:35	10 min	Reflexion in GG	● Wie war die Reflexion eurer Stärken für euch? ● Decken sich die Stärken die sich aus den Beurteilungen ergeben haben mit euren eigenen Eindrücken? ● Gab es neue Erkenntnisse für euch? ● Hat euch die Überlegung geholfen, wie euch eure Charakterstärken bei eurer Zielerreichung helfen könnten?	GG

			● Möchte jemand seine Ergebnisse mit der Gruppe teilen? ● Wenn ihr über die letzte Woche nachdenkt: Sind euch in der letzten Woche Situationen in eurem Alltag aufgefallen, in denen ihr eure Hauptstärken eingesetzt habt? Wie hat sich dies konkret in eurem Verhalten gezeigt?	
10:45	15 min	Abschluss in GG	To-Do's für nächste Woche: ● AB Stärken auf neue Weise nutzen bearbeiten ○ Forschung zeigte: Übung kann die Zufriedenheit 6 Monate lang erhöhen und depressive Symptome reduzieren! ○ Hinweis, dass die Aufgabe sich auf die ganze Woche bezieht → heute schon anfangen! ○ Hinweis auf Inspirationsseiten) ● AB "Meine Stärken kennen" und Genuss im Alltag bereit legen ● Dankbarkeitstagebuch weiterführen Blitzrunde: Wie gehts euch jetzt?	Screen teilen To-Do's nächste Woche

Figure E3

Session 3

Einheit 3: Charakterstärken einsetzen und Genießen				
Ziele	1. Charakterstärken gezielt zur Bewältigung von Herausforderungen und auf neue Weise einsetzen 2. Genuss erkennen, positive Gefühle durch Genießen fördern und Genussmomente planen			
Inhalte	Einsatz von Charakterstäken & Genuss			
Beginn	09:00 **Ende** 11:00		**Gesamt**: 2h	
Zeit	**Dauer**	**Thema** Themeneinheiten • Lernziel	Inhalte • Hinweise	**Methodik** **Material** (Vortrag, Übung, etc... Flipchart,etc...)
		Beginn		
09:00	1 min	Agenda	1. Charakterstärken gezielt zur Bewältigung von Herausforderungen und auf neue Weise einsetzen 2. Genuss erkennen, positive Gefühle durch Genießen fördern und Genussmomente planen Was ihr parat haben solltet: • AB "Stärken auf neue Weise nutzen" • AB "Meine Stärken kennen" • AB "Genuss im Alltag" • Ein leckeres kleines Lebensmittel für eine Genussübung Alle HÜ's gemacht?	
09:01	6 min	Einstiegsrunde	• **Wie gehts euch?** **→ Jeder einen Satz: Wenn meine aktuelle Stimmung ein Tier wäre, dann wäre ich (...)**	Blitzrunde
09:07	1 min	Einstiegsfrage zum Thema Charakterstärken anwenden	Ihr solltet letzte Woche eure Stärken möglichst jeden Tag auf eine neue Weise nutzen, vielleicht sogar um einem Ziel, dass ihr euch bei dem Lebensrad gesetzt habt näher zu kommen. Wie hat das geklappt? **Habt ihr letzte Woche eine Charakterstärke auf neue Weise einsetzen können?** → Wer jeden Tag? → Wer manchmal? → Wer hat es vielleicht auch nicht geschafft?	GG Handzeichen
09:08	15 min	Besprechen in KG	Falls eingesetzt: • Wie ist es euch beim Einsetzen der Stärke gegangen? • Ist es dir leicht oder eher schwer gefallen? Was daran ist dir schwer gefallen? • Wie hast du dich danach gefühlt? • Bist du dadurch auf neue Ideen gekommen, wie du deine Stärken in Zukunft einsetzen möchtest? • Konntest du so deinem Ziel vom Lebensrad ein bisschen näherkommen? Bzw. könntest du diesem Ziel näherkommen, wenn du diese Übung weiter verfolgst? Falls nicht eingesetzt: • Woran hat es gelegen, dass du den Handlungsplan nicht umgesetzt hast? Bestimmte Umstände? • Was könnte dich dabei unterstützen, dass du es z.B. nächste Woche schaffst? • Wie könntest du deinen Handlungsplan überarbeiten? Welche Anreize könntest du dir schaffen?	KG in 3er Gruppe Reflexionsfragen in Chat Breakout-Rooms
09:22	5 min	Besprechen in GG	Was waren eure Erfahrungen mit der Übung? Könnt ihr euch vorstellen, das auch längerfristig beizubehalten? Was könnte dabei helfen? Wie könnte das zu eurem Ziel beitragen? Falls es euch schwer gefallen ist:	

			Habt ihr Ideen gefunde, wie ihr es schaffen könntet solche neuen Stärkenroutinen in euren Alltag einzubringen? Anzeize, Kalender, Priorisieren, etwas anderes weglassen?	
09:27	5 min	Theoretischen Input	Warum es sich lohnt Stärken einzusetzen: • Puffer gegen psych. Erkrankungen • mehr mentale gesundheit und größere Lebenszufriedenheit • Steigert Hoffnung und Sinnerleben • Reduziert Stress, steigert erleben positiver Gefühle und Vitalität • Steigert Wohlbefinden und reduziert Depressivität Das richtige Maß bei der Anwendung: • Mehr ist nicht gleich besser! • Weder Über- noch Unterbeanspruchung → Balance ist wichtig, "Goldene Mitte" Wie setze ich meine Stärken am besten ein? • Nicht isoliert sondern schauen wie man die Stärken kombinieren und gemeinsam in den Alltag integrieren kann • Ziel: Persönliche Gewohnheiten einbeziehen, Alltagsbezug!	Folie
09:32	15 min	AB "Meine Stärken kennen" bearbeiten in KG → Gegenseitig helfen	Ihr habt jetzt 15 Minuten Zeit, um das AB "Meine Stärken kennen" zu bearbeiten. Dabei geht es darum, die goldene Mitte bei den eigenen Stärken zu finden um eine Über- oder Unterbeanspruchung zu vermeiden. Einteilen in 2er Gruppen. Jeder nimmt sich erstmal ein bisschen Zeit die Fragen für sich zu beantworten. Anschließend sollt ihr euch über eure Antworten austauschen. Ihr könnt euch auch gegenseitig helfen, z.B. welche Musterbeispiele (evtl. Filmcharakter) oder Institutionen es in Bezug auf die Stärke gibt.	KG 2er Gruppen Breakout-Room
9:47	5 min	Gruppendiskussion in GG	Mag jemand seine Ergebnisse Vorstellen? • Welche Stärke? • Was wäre jeweils ein "zuviel" oder ein"zuwenig" davon?	GG

			• Was wäre di goldene Mitte? • Welches Musterbeispiel ist dir dafür eingefallen? Vielleicht ein Lieblingsfilmcharakter?	
09:52	10 min	PAUSE	Denkt an euer Lebensmittel, wenn ihr aus der Pause zurückkehrt!	Chat: Pausenende

10:00	10 min	"Rosinenübung" zu Genuss & Achtsamkeit üben (- = kurze Pause beim Sprechen, -- = längere Pause)	Bei Genuss geht es um das Auskosten **positive Emotionen**, also zB um das Erleben von Freude, Wohlbefinden, Glück, Entspannung. Wir beginnen mit der Rosinenübung, und ihr nehmt eurer Lebensmittel in die Hand. *Hat jemand so eine Übung schonmal durchgeführt?* Macht es euch auf eurem Sitzplatz bequem. Ich werde euch jetzt durch die Übung führen. - Im Folgenden werde ich es „**Frucht**" nennen, wobei ihr euch dann einfach jedes Mal das jeweilige Wort denkt, was es wirklich ist, okay? ---- **Betrachtet** die Frucht einmal ausgiebig. - Welche Farbe hat sie? - Welche Form? - Welche Struktur oder Textur hat ihre Oberfläche? - Betrachtet die Frucht einmal mit ganz naiven Augen, so als hättet ihr sie vorher noch nie zuvor gesehen und überlegt, was euch auffällt. - **Schließt** nun bitte die **Augen**. - Legt die Frucht auf eure Handfläche und spürt, wie sie dort liegt. - Fühlt sie sich schwer oder leicht an? - Versucht sie durch Ertasten ein wenig zu erforschen. - Ist sie weich oder hart? - Wie fühlt sich die Oberfläche an? - Versucht so viel wie möglich dabei wahrzunehmen, ohne die Augen zu öffnen. -- Ihr könnt auch mal an der Frucht **riechen**, um den Geruch wahrzunehmen. Kommen dabei bestimmte Gedanken oder Gefühle auf? -- **Beißt** ein Stück von der Frucht ab. Legt das Stück zunächst nur auf eure Zunge, ohne bereits zu kauen. Wie fühlt sich die Frucht auf der Zunge an? Könnt ihr schon einen Geschmack wahrnehmen?-- Nun **kaut** das Stück. Nehmt den Geschmack wahr. Was schmeckt ihr? Wo im Mund schmeckt ihr was? -- Wenn ihr genügend gekaut habt, **schluckt** das Stück runter. Nehmt dabei nochmals den Nachgeschmack im Mund wahr. -- Wenn ihr bereit seid, öffnet wieder langsam die Augen.	
10:10	5 min	Reflexion in GG	• Wie ist es euch während der Übung gegangen? • Wie leicht/schwer ist es euch gefallen, mit der Aufmerksamkeit beim Genießen der Frucht zu bleiben?	GG

			• Wie fühlt ihr euch nach der Übung? Überleitung zum Brainstorming	
10:15	10 min	Brainstorming (Ball) Ziel: Sammeln was Genuss ist, wann erleben wir Genuss bzw. wann nicht?	Denkt an das Workbook oder auch an unsere Übung: • Welche Voraussetzungen hat Genuss? • Was könnten Genusskiller sein? • Was sind Genussmomente für euch? Denkt auch an euer Dankbarkeitstagebuch (hier sind vllt Momente versteckt).	GG Brainstorming WHITEBOARD → Tine schreibt mit
10:25	5 min	Theoret. Input: Genuss (auf vorher Genanntes beziehen)	Was ist Genuss? Was bringt Genuss? • Genießen = Wahrnehmung durch einen/mehrere unserer 5 Sinne, positive Emotionen auskosten & bewusst erleben • Aufwärtsspirale (Broaden-and-Build 1. Einheit) • stärkt also Wohlbefinden, Lebenszufriedenheit • gemeinsame Genussmomente stärken Beziehungen • bewusste Pausen im Alltag integrieren Arten von Genuss • in etwas schwelgen (eigene Leistung, Glück, Erfahrung), Danksagung (positive Gefühle), Luxus (Massage genießen ohne Hemmung), Bewunderung (Schönheit, oder tugendhafte Handlung), **Achtsamkeit** (bewusster Zustand, ausrichten von Aufmerksamkeit Genussstrategien zum erleben & fördern von Genuss • **Teilen mit anderen** (Gemeinsame Momente), Erinnerungen aufbauen (Mentales Foto oder Souvenir), Selbstgratulation (Stolz), Wahrnehmung formen (Fokus auf einen Sinn), Absorption (völlig in etwas aufgehen, nur fühlen) DOS and DONTS: • Genuss braucht Zeit • Genuss muss erlaubt sein • Genuss geht nicht nebenbei vs. multi-tasking • Wissen, was einem gut tut → Genuss ist individuell • Weniger ist mehr vs zu viel auf einmal • Genuss ist alltäglich vs. zu viel erwarten, kritisieren	an Brainstorming erläutern

			→ Genuss können wir üben! Zu jeder Zeit: Vergangenheit, Gegenwart, Zukunft Noch Fragen?	
10:30	5min	Übung "Genuss im alltag integrieren - Ein Handlungsplan" Gebt Bescheid, wenn ihr fertig seid (Reaktion?)	Zu persönlichen Genussmomenten machen wir jetzt das AB. Die Anleitung findet ihr auf dem Blatt: • Notiert euch eure liebsten Genussmomente, wir haben vorhin ja schon einiges gesammelt. Wähle einen Moment aus, den du in nächster Zeit umsetzen möchtest. Umkreise ihn, damit werden wir uns genauer beschäftigen. • Wann und wo könntest du diesen umsetzen? • Was brauchst du dafür?	AB teilen
10:35	12 min	Reflexion in KG (Alles kann, nichts muss)	• Wie könnt ihr im Alltag mehr Genussmomente einbringen? • Wie könnt ihr eure Genusskiller umgehen? • Seht ihr einen Zusammenhang zwischen Genuss und euren Charakterstärken? • Denkt zurück an das Lebensrad von letzter Einheit: Denkt ihr mehr Genuss würde Lebensbereiche bei euch verändern? Wenn ja, welche? **Bezug zu Lebensrad, Stärken und Zielen herstellen!**	KG (2er) Chat: Reflexionsfragen Breakout-Rooms (2er)
10:47	5 min	Reflexion in GG	• Wollt ihr in der Gruppe noch etwas teilen? Sind noch Fragen offen? • Sonst Blitzlichtrunde im Anschluss. **Bezug zu Lebensrad, Stärken und Zielen herstellen!**	GG
10:53	8 min	Abschluss	Zusammenfassen was wir heute gemacht haben: • Charakterstärken gezielt zur Bewältigung von Herausforderungen & auf neue Weise einsetzen • Genuss erkennen, positive Gefühle durch Genießen und Genussmomente planen Blitzlicht (1 max. 2 Sätze / Person) • Was war spannend? Was konntet ihr euch mitnehmen? • Nächste Einheit: Positive Beziehungen & Positive Kommunikation (ToDos)	Blitzlicht ToDos teilen

Figure E4

Session 4

Einheit 4: Positive Beziehungen & Positive Kommunikation				
Ziele	1. Beziehungen vertiefen, Stärken wahrnehmen & anerkennen 2. Konstruktive Kommunikation & Aktives Zuhören erlernen			
Inhalte	Positive Beziehungen & Positive Kommunikation			
Beginn	09:00	**Ende** 11:00	**Gesamt**: 2h	
Zeit	**Dauer**	**Thema** Themeneinheiten • Lernziel	Inhalte • Hinweise	**Methodik Material** (Vortrag, Übung, etc... Flipchart,etc...)
		Beginn		
09:00	10	Begrüßung & Einstiegsrunde	• Blitzrunde: ○ Wie geht's euch? Wie seid ihr heute da? Stimmung als Gegenstand ○ Wie seid ihr die Woche mit den Vorbereitungen für das Coaching klargekommen? ○ Habt ihr euch bewusst Genussmoment schaffen können? Mag das jemand teilen? • Fragen?	GG
09:10	2	Überblick über Einheit • Heutige Themen und Ziele: ○ Pos. Beziehungen & Positive Kommunikation • Was ihr zur Hand haben solltet:	• Was macht positive Beziehungen aus? Welche Rolle spielen Charakterstärken in positiven Beziehungen? Welche Rolle spielt Dankbarkeit dabei? • Was ist konstruktive Kommunikation und aktives Zuhören? • ABs: Charakterstärken erkennen, Charakterstärken einer nahen Person • Dankbarkeitstagebuch	Seite im Workbook teilen
09:12	13	Brainstorming Positive Beziehungen	• <u>Was macht positive Beziehungen für euch aus?</u> • Welchen Zusammenhang seht ihr zum Wohlbefinden? • Wenn ihr an das Dankbarkeitstagebuch denkt, sind pB hier wichtig?	Whiteboard
09:25	5	Theoretische Einführung zu Positiven Beziehungen (Bezug zu Brainstorming)	Positive Beziehungen • zu uns selbst: Selbstkritik vs. Selbstannahme ○ Selbstmitgefühl • Zu anderen: Soziales Wesen, PB als Ressource	Max. 3 Folien anhand des Whiteboards
			Was sind positive Beziehungen? • Gegenseitige Unterstützung & Ausgewogenheit, Geben & Nehmen PB in PP • Positive Kleinigkeiten betrachten, statt nur Konflikte wahrzunehmen (aber im Rahmen einer gesunden Beziehung, ohne phys./psych. Gewalt) • Gegenseitige Empathie, Mitgefühl und Wertschätzung erleben • Viele Möglichkeiten Beziehungen durch unser Verhalten positiv zu beeinflussen! Zu viel um auf alles in dieser Einheit einzugehen. Wir konzentrieren uns auf 2 Aspekte: Dankbarkeit ausdrücken und die Stärken unserer nahestehenden Personen kennen und anerkennen ○ <u>Dankbarkeit:</u> → Möglichkeit Wertschätzung auszudrücken und zu zeigen, dass man den anderen wahrnimmt und schätzt → Ausdruck von Dankbarkeit tut beiden Seiten gut! Beide Seiten erleben positive Emotionen und die Beziehung wird näher und stärker → Eine einfache Übung, die das Wohlbefinden steigert, Depressivität für mindestens einen Monat reduziert und die Beziehung zu der Zielperson steigert: der Dankbarkeitsbesuch → AB "**Dankbarkeitsbesuch**" erklären ○ <u>Stärken</u>: → Stärken unserer Lieben zu erkennen und anzuerkennen hilft uns die Motive ihres Handelns zu verstehen und kann so Missverständnisse vorbeugen und das gegenseitige Verständnis und die gegenseitige Wertschätzung fördern! → Die Stärken unserer Lieben zu kennen fördert: Beziehungszufriedenheit, Zugehörigkeit, Autonomie, sexuelle Befriedigung, höheres Engagement in der Beziehung	
09:30	2	**Erklären:** "Charakterstärken erkennen" & "Charakterstärken einer nahen Person"	<u>Ziel der Übung:</u> • Erkennen der Charakterstärken einer Person zu der man bereits eine gute Beziehung hat • Situationen erkennen, in denen die Person die Stärken zeigt • Gemeinsamkeiten finden	GG Screen teilen: ABs zeigen

		Ihr habt dafür insgesamt 15min Zeit.	• Verständnis und Wertschätzung für die Person entwickeln AB1: • Sucht euch eine Person aus, die ihr gut kennt und mit der ihr euch gut versteht. (Falls Ü schon gemacht, jemand anderes aussuchen.) • Bitte überlegt euch für diese Person, welche 5 Charakterstärken ihr bei dieser Person einschätzen würdet, anhand der 24 kurzen Fragen. AB2: • Übertragt die Stärken und überlegt euch Situationen, in denen die Person die Stärken zeigt. • Habt ihr gemeinsame Stärken?	
09:32	10	**Bearbeitung**	• Nach 5 min fragen, ob Fragen auftauchen • weitere 5 min fragen, ob sie schon beim nächsten AB sind • Notizen sind ausreichend, damit wir in Folge darüber reden können	GG
09:42	10	**Reflexion** in KG	• Was ist euch dabei aufgefallen? • Sind euch diese Stärken zuvor schonmal aufgefallen? (Bei denen die Einschätzung vorher schon für Person gemacht haben: Habt ihr auch schon über eure Stärken gemeinsam diskutiert?) • Haben eure Nahestehenden ähnliche Stärken wie ihr? • Ergänzen sich eure Stärken vielleicht? • Gibt es Stärken, in denen ihr euch so stark unterscheidet, dass ihr euch manchmal schwer tut einander nachzuvollziehen? • Ist euch eine Situation eingefallen, wo eure Freunde/Familie diese gezeigt haben? Wie war die Situation für euch? • Was konntet ihr aus dieser Übung über die Beziehung zu eurer Person erfahren?	KG Chat: Reflexionsfragen
09:52	8 min	**Abschluss**: Warum lohnt es sich zu investieren?	• Bei Interesse: Weitere Personen einschätzen, um Stärken zu betrachten • Beispiel Alexander → Stärken machen Person aus • Wichtig ist: Verständnis, Akzeptanz & Wertschätzung in Beziehungen • Sind noch Fragen offen? • Überleitung zu positiver Kommunikation & Pause	GG
10:00	10	Pause		Chat: PE
10:10	1	Überleitung	• Positive Kommunikation ist in pB wichtig und führt zur Steigerung des eigenen Wohlbefindens und Beziehungszufriedenheit.	

			• Heute: Aktiv Zuhören & aktiv konstruktiv Antworten	
10:11	3	Brainstorming: Positive Kommunikation	• Was beinhaltet positives Kommunizieren? • Was braucht aktives Zuhören?	Menti
10:14	2	Input	Aktives Zuhören • signalisiert Interesse, Verständnis & Wertschätzung • verbessert zwischenmenschl. Beziehungen, fördert Empathie • 6 Stufen, aber Vorsicht mit 5&6 - Authentisch bleiben: 1) Nonverbales (Blickkontakt, Körperhaltung) 2) Quittieren ("Aha, so, hm") - Ich höre zu. & Bestätigen (Nicken & "ja, richtig, gut") - Ich stimme zu 3) Nachfragen (Inhalt besser verstehen, indirekt & direkt) 4) Spiegeln (sinngemäßes Wiederholen, umschreiben, zusammenfassen) 5) Gefühle benennen & anerkennen 6) Bedürfnisse erkennen (Ziele & Motive, was ist Gegenüber wichtig)	Folie
10:16	4	Aktiv konstruktive Kommunikation	"Geteilte Freude ist doppelte Freude, geteiltes Leid ist halbes Leid" • Auf Gesagtes angemessen reagieren, antworten • Von positiven Erfahrungen können beide profitieren • Aktiv-passiv: Wie viel Interesse und Beteiligung zeigt der Zuhörende? Wie reserviert oder zurückhaltend ist seine Antwort? • konstruktiv - destruktiv: Wie unterstützend und verstärkend ist die Reaktion de*r Partner*in? Antwortet er/sie abwertend oder negativ? • Beispiele in Gitternetz, kurz vorstellen • Aktiv Konstruktiv → Lebensqualität, reduziert Konflikte in Beziehungen, → Verständnis, Wertschätzung, Fürsorge → Fragen?	Folie
10:20	15	Reflexion in KG	Reflexionsfragen: • Wie antwortet ihr auf positive Nachrichten? • Ist euch in der vergangenen Woche eine Situation aufgefallen, in der jemand eine positive Nachricht berichtet hat? Wie habt ihr reagiert?	KG Chat Reflexionsfragen
10:35	10	Reflexion in GG	• Welche Emotionen löst aktiv konstruktives Antworten bei euch aus, wenn ihr der/die Erzählende/Antwortende seid? • Sind noch Fragen aufgetaucht?	GG

			• Möchtet ihr noch etwas in der GG loswerden? Wir würden im Alltag empfehlen → Aktiv konstruktiv bei positiven Erlebnissen, aktiv zuhören bei negativen Erlebnissen	
10:45	15	Abschlussrunde & Ausblick	Blitzrunde: Wie gehts euch jetzt? (Menti) Was erwartet euch nächste Woche? • Dankbarkeit & Sinn Was sollt ihr vorbereiten? • 5. Kapitel lesen • Dankesbesuch machen (Zeit einplanen!) • ABS Best possible Self & Koffer-Mülleimer mitbringen • Dankbarkeitstagebuch weiterführen	GG TO DO teilen

Figure E5

Session 5

Einheit 5: Dankbarkeit, Sinn & Resumé				
Ziele	1. Dankbarkeit wahrnehmen & ausdrücken üben 2. Sinnfindung & Sinnerleben 3. Rückblick			
Inhalte	Dankbarkeit & Sinn, Resumé			
Beginn	09:00 **Ende** 11:00		**Gesamt**: 2h	
Zeit	**Dauer**	**Thema** Themeneinheiten • Lernziel	Inhalte • Hinweise	**Methodik Material** (Vortrag, Übung, etc... Flipchart,etc...)
		Beginn		
09:00	10	Begrüßung & Einstiegsrunde	• Blitzrunde: 1 Satz max 2 ○ Begrüßungsspiel? • Offene Fragen? Wer hat länger Zeit? Möglicherweise müssen wir überziehen, damit alles gut zum Ende kommt.	
09:10	0	Überblick über Einheit • Heutige Themen und Ziele: Dankbarkeit & Sinn • Bereit halten:	• Warum Dankbarkeit? • Wie können wir Sinn erleben? • Was nehmen wir uns aus dem Coaching mit? • ABs: Best-Possible-Self" & "Koffer-Mülleimer"	
09:12	2	Kurze Wiederholung zu Dankbarkeit	Warum Dankbarkeit? Wer hat den DBesuch gemacht? • Topstrategie der PP, um Positives anzuerkennen • Fokus neu ausrichten: Aufwärtsspirale von Dankbarkeit & Wohlbefinden • Alle Elemente der Spirale können sich gegenseitig verstärken • Stellen wir uns vor, Aufmerksamkeit = Geld & wir entscheiden, wo wir sie investieren • Positives wahrnehmen, positives fühlen, positiv handeln, +++ Wohlbefinden	
09:14	12	Reflexion in KG zum Dankesbesuch/ Dankbarkeitstagebuch (2-3P)	• Dankesbesuch: ○ Dankesbesuch gemacht: Wie war der DB für euch? Wie war die Rückmeldung der Person, der ihr gedankt habt? • Rückblick - Tägliches Dankbarkeitstagebuch:	Chat: Reflexionsfragen

			○ War es schwierig etwas zu finden, für das du dankbar bist? Hat der Rückblick etwas an deinem Befinden geändert? ○ Überlege auch, warum gute Dinge deiner Meinung nach stattgefunden haben und welchen Beitrag du selbst dazu geleistet habt. • **Denke an den Lebensbereich aus deinem Lebensrad, mit dem du eher unzufrieden warst: Gibt es Dinge in diesem Bereich, für die du dankbar bist? Was läuft gerade gut in diesem Bereich?**	
09:26	10	Reflexion in GG	• Möchtet ihr Erkenntnisse in der Gruppe teilen? • Dankbarkeit, haben wir in vielen Einheiten besprochen & ist ein zentraler Bestandteil der positiven Psychologie. → Alltagstauglich & Leicht anwendbar	
09:36	4	Brainstorming	Was gibt euch Sinn im Leben? Wo empfindet ihr euer Leben als sinnvoll?	Menti
09:40	5	Theoretischer Input Sinn	**Hedonisches** Wohlbefinden = kurzfristige Freude/Vergnügen (Genuss) **Eudaimonisches** Wohlbefinden = langfristig erfüllende Lebensführung • Sinn als fundamentales menschl. Bedürfnis, relevant für Wohlbefinden & Lebensqualität (PERMA) Sinnhaft leben: • Enge Beziehungen, etw. Kreatives schaffen, Altruismus, soz. Aktivismus, Spiritualität, Karriere als Berufung → Große & kleine Dinge geben Sinn • Lebensziele formulieren, ermöglicht Gefühl von Kontrolle, hilft uns unser Handeln zu rechtfertigen & verbindet uns mit anderen Menschen, die unsere Vorstellungen von Sinn teilen. → Verbundenheit ist essentiell vs Individual. • Teil eines großen Ganzen zu sein Aktiv mehr Sinn erleben: • Bedeutung des Lebens bekräftigen • Im Moment achtsam sein für "Sinn-Möglichkeiten" • Gute Beziehungen pflegen • Kreativ, produktiv & hilfreich handeln • Berufung & Träumen folgen Noch Fragen?	Folie
09:45	15	Übung "best possible self"	Ziel: Positives Selbstbild & Zukunftsvorstellungen Für diese Übung hast du 15min Zeit: Anleitung siehe AB:	Übung zeigen

			• Wähle einen Lebensbereich (lass dich gerne von dem Lebensrad aus der ersten Einheit inspirieren) & einen Zeitraum (z.B. in 5, 10 20 Jahren). • Stell dir dein zukünftiges Selbst vor: Du hast deine Stärken eingesetzt, Chancen genutzt und Ziele verfolgt. Versetze dich richtig in diese bestmögliche Version von dir hinein: Welche Bilder siehst du vor dir? Wie fühlt es sich an? • Nimm dir Papier und Stift zur Hand und schreibe, wie es dir dort geht, was du dort tust und was dir wichtig ist ("Ich bin..., Ich kann... Ich mache..."). • Schreibe am besten 15min lang, ganz spontan und aus dem Bauch heraus..Versuche auch weiter zuschreiben, wenn dir zunächst nichts mehr einzufallen scheint.	
10:05	15	Reflexion in GG	• Wie geht es euch jetzt danach? Hat sich in eurem Befinden etwas geändert? • Ist euch diese Übung eher leicht/schwer gefallen?	
10:20	5	Pause		Chat: Pausenende
10:25	2	Rückblick S	• Zusammenfassung der Inhalte • Bilder zeigen zu den Einheiten?	
10:27	0	OPTIONAL Voting	Wie viel konntet ihr euch aus den jeweiligen Einheiten mitnehmen? (1 bis 10)	Mentimeter
10:27	8	In-Session-Übung "Koffer-Mülleimer" S	• Ihr habt verschiedene Dinge in diesem Coaching gelernt. Nun führen wir eine gemeinsame Übung durch um festzuhalten, was jeder von euch aus dem Coaching mitnehmen möchte. • **Betrachtet den Koffer**. Dieser steht dafür, was ihr euch aus dem Coaching in einem Koffer mitnehmt. Was tragt ihr nach Hause, um es dort auszupacken und weiter in eurem Leben zu behalten? Ihr habt nun ein paar Minuten Zeit dies für euch zu überlegen und euch zu notieren. • Betrachtet nun den **Mülleimer**. Was möchtet ihr hier hinter euch lassen, braucht es nicht mehr? Was könnt ihr in den Mülleimer tun? Das können zum Bsp. Nun alte, abgelegte Sichtweisen sein. • Ihr habt nun 5 Minuten Zeit dies für euch zu überlegen und euch zu notieren.	
10:35	15	Reflexion zur Übung & Blitzlicht in GG BOTH	• Dies ist unsere letzte gemeinsame Reflexion und Blitzlichtrunde im Coaching • Wer möchte seine/ihre Ergebnisse mit uns teilen?	

			• Wie geht es euch jetzt, wenn ihr auf das Coaching zurückblickt?	

10:50	10	Abschied T	• Noch Fragen offen?
			• letzte ToDos
			  ○ Fragebogen 2 (5.6.) & 3 (3.7.) per Mail am Samstag, Erinnerungsmails
			  ○ Spam-Ordner überprüfen!
			• Möglichkeit Feedback zu geben auch pseudonym im Fragebogen
			• Wer möchte Ergebnisse der MA? (Per Mail)	

Appendix F

Survey and Original Items

Declaration of Consent

Bitte stimme der Einverständniserklärung nur zu, wenn du mit der Art und dem Ablauf des Fragebogens einverstanden bist, wenn du bereit bist der Teilnahme zuzustimmen und wenn du dir über deine Rechte im Klaren bist.
Wenn Fragen auftauchen, kannst du dich jederzeit an uns wenden. Unsere Kontaktdaten befinden sich am Ende dieser Seite.

Freiwilligkeit

Deine Teilnahme an dieser Studie ist freiwillig. Du kannst jederzeit, ohne Angabe von Gründen, deine Bereitschaft zur Teilnahme ablehnen oder auch im Verlauf der Studie zurückziehen. Die Ablehnung der Teilnahme, ein vorzeitiges Ausscheiden aus dieser Studie und/oder die Löschung der Daten hat keine nachteiligen Folgen für dich.

Vertraulichkeit der Daten

Alle Daten werden vertraulich behandelt und unter Wahrung der Anforderungen an den Datenschutz gespeichert. Nur die beiden Studienleiterinnen haben Zugang zu deinen Daten. Diese Personen unterliegen der Schweigepflicht. Zu Zwecken der Datenauswertung werden deine Daten mit einem Code pseudonymisiert, d. h. ein Rückschluss auf deine Person ist nicht möglich. Auch in der schriftlichen Masterarbeit zu dieser Studie können die Daten nicht mit deiner Person in Verbindung gebracht werden. Die Daten verbleiben bei den Untersuchungsleiterinnen auf einem passwortgeschützten Computer und werden strikt vertraulich behandelt.

Pflichten

Um einen reibungslosen Ablauf der Studie zu gewährleisten und damit auch in Zukunft kostenlose Coaching-Projekte möglich sind, sind wir auf deine Mitarbeit angewiesen. Das bedeutet, dass es sehr wichtig ist, dass du den vorgesehenen Ablauf einhältst, die Instruktionen genau liest und wahrheitsgetreu bzw. nach bestem Wissen und Gewissen antwortest.

Nutzen und Zweck

Durch die Teilnahme am folgenden Fragebogen hilfst du uns dabei, das Coaching zu evaluieren.

Ablauf

Die Online-Befragung dauert circa 5-10 min. Wir haben uns Mühe gegeben den Fragebogen so kurz wie möglich zu halten, um die Bearbeitung für dich so angenehm wie

möglich zu gestalten. Bitte versuche alle Fragen mit größter Sorgfalt zu beantworten und beantworte den Fragebogen ehrlich und spontan.
Du leistest mit der Teilnahme einen wichtigen Beitrag zu unserer Masterarbeit. Wir danken dir deshalb schon im Voraus dafür.

Kontaktpersonen

Bei Fragen oder Unklarheiten wende dich bitte jederzeit an die Studienleiterinnen Sophia Ohliger, B.Sc. und Christine Stegmann, B.Sc. unter positivescoaching2021@gmail.com.

Item

Ich habe die bereitgestellten Informationen gelesen und verstanden. Ich bin mit dem Ablauf der Studie einverstanden. Meine Teilnahme erfolgt freiwillig und ich weiß, dass ich mich jederzeit, auch ohne Angabe von Gründen, von der Studie zurückziehen kann.

Inclusion and Exclusion Criteria

Um festzustellen, ob das Online-Coaching für dich geeignet ist, beantworte bitte folgende Fragen.
Antworte bitte ehrlich und wahrheitsgemäß.
Antwortmöglichkeiten:

- Ja
- Nein

Items:

1 Ich besitze ein internetfähiges Gerät: Laptop, Tablet oder Computer.
2 In dem Zeitraum von 5 Wochen in dem das Coaching stattfinden wird, bin ich bereit ca. 2,5h pro Woche für das Coaching aufzuwenden.
3 Ich nehme Psychopharmaka ein.
4 Bei mir ist momentan eine psychische Störung bekannt.
5 Ich bin derzeit in psychotherapeutischer Behandlung oder plane eine psychotherapeutische Behandlung in Anspruch zu nehmen.
6 Ich bin bereit, im Rahmen des Online-Coachings, 3 Fragebögen zur Evaluation des Coachings auszufüllen.
7 Ich bin bereit zufällig zum Online-Coaching ODER zum E-Learning eingeteilt zu werden.

Sociodemografic Data

Wir beginnen mit Fragen zu deiner Person.

(1) Dein Geschlecht

Antwortmöglichkeiten:

a. männlich
b. weiblich
c. divers

(2) Dein Alter

Antwort: Ich bin *(offenes Textfeld)* Jahre alt.

(3) In welchem Land lebst Du derzeit?

Antwortmöglichkeiten:

a. Deutschland
b. Österreich
c. Schweiz
d. Anderes Land: *(Offenes Textfeld)*

(4) Was ist dein höchster Bildungsabschluss?

Bitte wähle den höchsten Bildungsabschluss, den du bisher erreicht hast.

Antwortmöglichkeiten:

a. Schule beendet ohne Abschluss
b. Abschluss an einer Hauptschule, Mittelschule, Realschule, Volksschule
c. Abitur oder Matura (BHS/AHS)
d. Abgeschlossene Lehre oder (Berufs-)Ausbildung
e. Abschluss an einer Hochschule oder Universität
f. Anderer Abschluss, und zwar: *(Offenes Textfeld)*

(5) Was machst du beruflich?

Antwortmöglichkeiten: Ich bin

a. Student*in, Studienrichtung: *(Offenes Textfeld)*
b. Angestellte*r (Teilzeit)
c. Angestellte*r (Vollzeit)
d. Beamte*r
e. Selbstständig
f. Privatier
g. In Rente/Pension
h. Arbeitslos/Arbeit suchend
i. Sonstiges: *(Offenes Textfeld)*

WHO-5 (Brähler et al., 2007)

Die folgenden Aussagen betreffen dein Wohlbefinden in den letzten zwei Wochen. Bitte markiere bei jeder Aussage die Rubrik, die deiner Meinung nach am besten beschreibt, wie du dich in den letzten zwei Wochen gefühlt hast.

Antwortmöglichkeiten:

- die ganze Zeit
- meistens
- etwas mehr als die Hälfte der Zeit
- etwas weniger als die Hälfte der Zeit
- ab und zu
- zu keinem Zeitpunkt

Vorspann: In den letzten zwei Wochen ...

Items:

1 ... war ich froh und guter Laune.
2 ... habe ich mich ruhig und entspannt gefühlt.
3 ... habe ich mich energisch und aktiv gefühlt.
4 ... habe ich mich beim Aufwachen frisch und ausgeruht gefühlt.
5 ... war mein Alltag voller Dinge, die mich interessieren.

ADS-K (Hautzinger & Bailer, 1993)

Bitte kreuze bei den folgenden Aussagen die Antwort an, die deinem Befinden während der letzten Woche am besten entspricht/entsprochen hat.

Antwortmöglichkeiten:

- selten oder überhaupt nicht (weniger als 1 Tag)
- manchmal (1 bis 2 Tage lang)
- öfter (3 bis 4 Tage lang)
- meistens, die ganze Zeit (5 bis 7 Tage lang)

Vorspann: Während der letzten Woche ...

Items:

1 haben mich Dinge beunruhigt, die mir sonst nichts ausmachen.
2 konnte ich meine trübsinnige Laune nicht loswerden, obwohl mich meine Freunde/ Familie versuchten, aufzumuntern.
3 hatte ich Mühe, mich zu konzentrieren.
4 war ich deprimiert / niedergeschlagen.

5 war alles anstrengend für mich.
6 dachte ich, mein Leben ist ein einziger Fehlschlag.
7 hatte ich Angst.
8 habe ich schlecht geschlafen.
9 war ich fröhlich gestimmt.
10 habe ich weniger als sonst geredet.
11 fühlte ich mich einsam.
12 habe ich das Leben genossen.
13 war ich traurig.
14 hatte ich das Gefühl, dass mich die Leute nicht leiden können.
15 konnte ich mich zu nichts aufraffen.

CIT (Su, Tay, & Diener, 2014)

Wie genau treffen die folgenden Aussagen in Bezug auf die letzten 7 Tage auf dich zu?

Bitte lies die folgenden Aussagen und beantworte jede Frage anhand der aufgeführten Skala.

Items:

1 Es gibt Menschen, auf deren Hilfe ich mich verlassen kann.
2 Es gibt Menschen, die mich unterstützen und ermutigen.
3 Es gibt Menschen, die mich als Mensch schätzen.
4 Ich leiste meinen Beitrag, wenn in meiner Gemeinde bzw. meinem Stadtviertel etwas getan werden muss.
5 Ich lade Nachbarn zu mir nach Hause ein.
6 Ich suche Mittel und Wege, um meinen Nachbarn zu helfen, wenn sie Hilfe brauchen.
7 Ich kann den Menschen in der Gesellschaft, in der ich lebe, vertrauen.
8 Die Menschen in meiner Nachbarschaft sind vertrauenswürdig.
9 Die meisten Menschen, denen ich begegne, sind ehrlich.
10 Andere Menschen respektieren mich.
11 Andere Menschen sind höflich zu mir.
12 Ich werde genauso respektvoll behandelt wie andere auch.
13 Ich fühle mich einsam. (R)
14 Ich fühle mich oft ausgeschlossen. (R)
15 Es gibt niemanden, mit dem ich mich eng verbunden fühle. (R)
16 Ich fühle mich meiner Gemeinde/meinem Viertel zugehörig.

17 Ich fühle mich meinem Bundesland zugehörig.
18 Ich fühle mich meinem Land zugehörig.
19 Ich gehe in meinen Aktivitäten voll auf.
20 Bei den meisten meiner Aktivitäten bin ich voller Energie.
21 Wenn ich an etwas arbeite, bin ich davon begeistert.
22 Ich wende das, was ich kann, oft im täglichen Leben an.
23 Ich wende oft meine Begabungen an.
24 Ich kann jeden Tag tun, was ich gut kann.
25 Gestern habe ich etwas Neues gelernt.
26 Es ist mir wichtig, neue Dinge zu lernen.
27 Ich lerne jeden Tag etwas dazu.
28 Ich erreiche die meisten meiner Ziele.
29 Ich erfülle meine Ambitionen.
30 Ich bin auf dem besten Weg, meine Träume zu erfüllen.
31 Wenn ich mich einer Sache voll und ganz zuwende, kann ich darin auch erfolgreich sein.
32 Ich bin zuversichtlich, dass ich mit unerwarteten Ereignissen umgehen kann.
33 Ich glaube, dass ich in den meisten Dingen kompetent bin/dass ich die meisten Dinge gut hinbekomme.
34 Was ich im Leben tue, ist wertvoll und erstrebenswert.
35 Das, was ich mache, trägt zum Gemeinwohl bei.
36 Die Arbeit, die ich verrichte, ist für andere wichtig.
37 Die meisten Lebensentscheidungen treffen andere für mich. (R)
38 Die Lebensentscheidungen, die ich treffe, sind nicht wirklich meine Entscheidungen. (R)
39 Andere entscheiden, was ich tun kann und was nicht. (R)
40 Mein Leben hat einen klares Ziel.
41 Ich habe im Leben einen zufriedenstellenden Sinn gefunden.
42 Ich weiß, was meinem Leben Sinn gibt.
43 Ich sehe meiner Zukunft optimistisch entgegen.
44 Ich habe eine positive Lebensanschauung.
45 Ich erwarte in meinem Leben mehr Gutes als Schlechtes.
46 In den meisten Bereichen ist mein Leben nah an meinem Ideal.
47 Ich bin mit meinem Leben zufrieden.

48 Mein Leben läuft gut.

49 Ich fühle mich meistens positiv.

50 Ich fühle mich meistens glücklich.

51 Ich fühle mich meistens gut.

52 Ich fühle mich meistens negativ. (R)

53 Ich fühle mich meistens unglücklich. (R)

54 Ich fühle mich meistens schlecht. (R)

GQ-6 (McCullough et al., 2002)

Im Folgenden findest du sechs Aussagen, die auf dich in verschiedenem Ausmass zutreffen können.

Gib bitte für jede Aussage an, wie sehr diese auf dich zutrifft. Markiere dazu jeweils den entsprechenden Kreis. Bitte antworte offen und ehrlich.

1 Ich habe so vieles im Leben, wofür ich dankbar sein kann.

2 Müsste ich alles aufschreiben, wofür ich je dankbar war, dann würde das eine sehr lange Liste ergeben.

3 Wenn ich mir die Welt ansehe, dann kann ich nicht viel erkennen, wofür ich dankbar sein könnte. (R)

4 Ich empfinde vielen verschiedenen Menschen gegenüber Dankbarkeit.

5 Mit zunehmendem Alter kann ich Menschen, Erlebnisse oder Augenblicke besser wertschätzen, die Teil meiner Lebensgeschichte waren.

6 Es kann sehr viel Zeit vergehen, bis ich jemandem oder für etwas dankbar bin. (R)

GSE (Schwarzer, 1999)

Folgend findest du weitere Aussagen, bei denen du anhand der Skala einschätzen sollst, inwiefern sie auf dich zutreffen.

Bitte antworte ehrlich und spontan.

Items:

1 Wenn sich Widerstände auftun, finde ich Mittel und Wege, mich durchzusetzen.

2 Die Lösung schwieriger Probleme gelingt mir immer, wenn ich mich darum bemühe.

3 Es bereitet mir keine Schwierigkeiten, meine Absichten und Ziele zu verwirklichen.

4 In unerwarteten Situationen weiß ich immer, wie ich mich verhalten soll.

5 Auch bei überraschenden Ereignissen glaube ich, daß ich gut mit ihnen zurechtkommen kann.
6 Schwierigkeiten sehe ich gelassen entgegen, weil ich meinen Fähigkeiten immer vertrauen kann.
7 Was auch immer passiert, ich werde schon klarkommen.
8 Für jedes Problem kann ich eine Lösung finden.
9 Wenn eine neue Sache auf mich zukommt, weiß ich, wie ich damit umgehen kann.
10 Wenn ein Problem auftaucht, kann ich es aus eigener Kraft meistern.

Check the Coach – Selected Items (Bachmann et al., 2004)

Mit den folgenden Fragen möchten wir von dir Feedback zu unserer Arbeit als Coaches und zum Coaching einholen. Dazu ist es wichtig, dass du die folgenden Fragen sorgfältig und kritisch beantwortest. Das Feedback hilft uns, unsere Leistungen als Coaches weiter zu verbessern und auf die Bedürfnisse unserer Klienten abzustimmen.
Antwortmöglichkeiten:

- trifft gar nicht zu
- trifft wenig zu
- trifft mittelmäßig zu
- trifft ziemlich zu
- trifft sehr zu

Was hast du durch das Coaching erreicht?

Items:

Ich…

1 bin ich mir meiner Stärken und Schwächen deutlicher bewusst.
2 nutze ich meine Fähigkeiten und Fertigkeiten gezielter.
3 habe ich mein Selbstwertgefühl gesteigert.
4 habe ich neue Verhaltensweisen erlernt.
5 habe ich meine Einstellung zu bestimmten Themen verändert.
6 habe ich unerwünschte Verhaltensweisen abgebaut.
7 habe ich mehr Klarheit über meine Situation gewonnen.
8 verstehe ich andere (z.B. meine Kollegen/ innen, Mitarbeiter/ innen...) besser.
9 fühle ich mich emotional entlastet.
10 bin ich zufriedener geworden.

Bitte schätze ein, inwieweit dein Umfeld Veränderungen durch das Coaching wahrgenommen hat.

Items:

11 Kollegen/Mitarbeiter haben Veränderungen durch das Coaching bemerkt und mir rückgemeldet.

12 Freunde/Familie haben Veränderungen durch das Coaching bemerkt und mir rückgemeldet.

Vorspann: Wie bewertest du das Online-Coaching?

Items:

13 Ich würde grundsätzlich noch einmal ein Coaching in Anspruch nehmen.

14 Ich würde das Online-Coaching weiterempfehlen.

15 Ich würde meine Coaches weiterempfehlen.

16 Mit dem Coaching-Ergebnis bin ich zufrieden.

17 Das Coaching hat mir geholfen, meine Ziele zu erreichen.

18 Aufwand und Nutzen standen im richtigen Verhältnis.

19 Den zeitlichen Aufwand fand ich gerechtfertigt.

20 Ich denke, dass mein Coaching von langfristigem Nutzen sein wird.

21 Ich konnte die Erfahrungen aus meinem Coaching im Alltag umsetzen.

22 Die Coaching-Sitzungen/ Veranstaltungen fanden in angenehmer Atmosphäre statt.

23 Das Online-Format hat für mich gut gepasst.

24 Alles in allem: Mit welcher Note bewertest du das Coaching der Positiven Psychologie insgesamt?

Conscientiousness of Participation

Wie sehr treffen die folgenden Aussagen auf dich zu?

Bitte antworte offen und ehrlich. Mit "Aufgaben" sind die To-Do's der jeweiligen Einheit gemeint (siehe erste Seite des jeweiligen Kapitels).

Antwortmöglichkeiten:

- trifft gar nicht zu
- trifft wenig zu
- trifft teilweise zu
- trifft ziemlich zu

- trifft voll zu

Items:

1 Ich habe das 1. Kapitel (Start der Reise in die Positive Psychologie) gelesen und die dazugehörigen Aufgaben erledigt.

2 Ich habe das 2. Kapitel (Standortbestimmung & Charakterstärken kennenlernen) gelesen und die dazugehörigen Aufgaben erledigt.

3 Ich habe das 3. Kapitel (Charakterstärken anwenden & Genießen) gelesen und die dazugehörigen Aufgaben erledigt.

4 Ich habe das 4. Kapitel (Positive Beziehungen & Positive Kommunikation) gelesen und die dazugehörigen Aufgaben erledigt.

5 Ich habe das 5. Kapitel (Dankbarkeit, Sinn & Resumé) gelesen und die dazugehörigen Aufgaben erledigt.

Motivation to Change

Folgend findest du fünf Aussagen, die auf dich in verschiedenem Ausmaß zutreffen können.

Gib bitte für jede Aussage an, wie sehr diese auf dich zutrifft. Markiere dazu jeweils den entsprechenden Kreis. Bitte antworte offen und ehrlich.

Antwortmöglichkeiten:

- trifft nicht zu
- trifft eher nicht zu
- teils-teils
- trifft eher zu
- trifft voll zu

Items:

1 Ich bin motiviert mich weiterzuentwickeln.

2 Ich bin bereit an mir zu arbeiten.

3 Ich freue mich auf das Coaching.

4 Ich bin bereit mich auf das Coaching einzulassen.

5 Mich interessiert das Coaching.

6 Ich bin bereit aktiv am Coaching teilzunehmen.

Gratitude Journal

1. Hast du das Dankbarkeitstagebuch jede Woche mindestens einmal durchgeführt? Ja/Nein

2. Wie regelmäßig hast du das Dankbarkeitstagebuch über die Zeit des Coachings durchgeführt?

Bitte gib in % an, an wie vielen Tagen du das Dankbarkeitstagebuch in den letzten Wochen durchgeführt hast. (0% an keinem Tag, 50 % an der Hälfte der Tage, 100% an jedem Tag)

Qualitative Questions

Anweisungen: Dies ist eine optionale Frage. Du musst nichts schreiben, falls dir nichts einfällt.

Fragen mit offenen Textfeldern:

1 Was hat dir am Coaching besonders gut gefallen?

2 Was hat dir am Coaching nicht so gut gefallen?

3 Hast du in den letzten 4 Wochen, nach Abschluss des Coachings, eine oder mehrere der Übungen, die du im Coaching kennengelernt hast, weitergeführt? Wenn ja, welche?

Appendix G

Subjective Feedback (Verbatim)

What was Good About the Coaching?

Answers of POGC Participants

- Die positive Atmosphäre; Kleingruppendiskussionen in denen wir das Gelesene und Gehörte weiter besprechen konnten; das Workbook war sehr schön gestaltet, so hat das Lesen und bearbeiten der Fragen noch mehr Spaß gemacht
- Handbuch
- Input durch die Übungen
- Austausch mit den anderen Teilnehmenden, die Regelmäßigkeit, das übersichtliche und inhaltlich ansprechende Workbook
- Meine Highlights waren: Der Austausch mit den anderen Gruppenteilnehmern. Der Aufbau der 2 Stunden (Begrüßung, Gruppenaustausch, Wechsel der Moderation, Inhalt, Feedback etc.). Die angenehme Stimmung, man hat sich wohlgefühlt, ihr beiden habt das echt super lieb und sympathisch gemacht (es entstand kein Druck, ihr seid individuell und flexibel auf die Gruppe eingegangen). Es war toll ein Workbook als Begleitung zu haben, sowie alles wichtige in dem Googleordner zu finden.
- Das viele Aufgaben in der Zeit des Seminars erledigt wurden, sonst hätte ich bestimmte Aufgaben wahrscheinlich nicht erledigt
- Das Workbook war super schön gestaltet. Der Austausch mit den anderen TeilnehmerInnen. Viele verschiedene Übungen ausprobieren zu können. Die netten Coaches. Der Dankbarkeitsbesuch. Der Stärkentest. Best Possible Self. Genussübung.
- die wirklich angenehme und positive Atmosphäre innerhalb der Gruppe, obwohl ich zuvor niemanden kannte, war eine vertraute Stimmung und man konnte ganz offen mit allen reden
- Das Workbook. Die Aufgaben. die gelernten Tools. der effektive Austausch in den Kleingruppen. die Zwanglosigkeit (ok, wenn mal eine Aufgabe nicht geschafft). der gemeinsame Austausch auch bisschen über das Thema hinaus - v.a. in Kleingruppen.
- Das wöchentliche miteinander, dass man sich mit anderen austauschen konnte. Völlig fremde Personen hat man völlig private Dinge erzählt. Das Workbook war super schön und wirklich gut verständlich. Den thematischen Sitzungen konnte man wirklich gut folgen und es wurde nicht langweilig beim Zuhören.

- Konzept des Coachings, Offenheit, Wechsel zwischen Theorie und Praxis sowie vielfältigen Übungen
    - die praktische Anwendungbarkeit der Übungen, der Austausch mit den anderen TeilnehmerInnen
- mit anderen Teilnehmern zu reflektieren, soziale Aspekte, nette Coaches, Workbook, Aufgaben
    - konkrete Übungen, großartiges Begleitmaterial (sehr schön gestaltet, gut strukturiert, inklusive Hinweise zu weiterführender Literatur und Verweis auf Forschungshintergründe), sehr nette Atmosphäre in der Gruppe (Teilnehmer und Leiterinnen), abwechslungsreiches Vorgehen in den Einheiten (Kleingruppen, "Plenum", Menti, ...)
- Austausch mit Menschen, Gute Struktur, Abwechslung zwischen Methoden (Kleingruppe, Gro��gruppe, Theorie, Whitehorse, Mentimeter usw.) Schöne Gestaltung, einfache Formulierung
- Das tolle Workbook, die Coachingsessions und der Austausch mit den anderen.
- neuen Input, Professionalität, Austausch mit Anderen, sich selbst besser kennenlernen, Fokus auf die positiven Dinge im Leben, positive Stimmung
- Die Atmosphäre war trotz des digitalen zusammkommens sehr angenehm und offen. Dazu haben vor allem auch Tine und Sophia sehr beigetragen.
- Das Online Coaching Treffen bei Zoom, das man jede Wochen sich gesehen hat und miteinander reden konnte.
- Ich fand den Ansatz sehr gut, einfach Wohlbefinden vermehren zu wollen, unabhängig davon, ob man in einer wirklich schwierigen Situation ist. Insbesondere der persönliche Kontakt zu den Anderen im Kurs war sehr schön, ebenso, wie andere Leute mit ähnlichem Hintergrund kennengelernt zu haben.
- gute Grundstimmung und Motivation der Gruppe, Charakter und Art der Präsentation der Studienausführenden (also Christine und Sophia), überschaubare nicht zu zeitintensive Aufgaben, simple, einfache Aufgaben, Input aus dem Workbook mit zusätzlichen Ideen (Bücher, Youtube-Videos,...)
- Nette Leute kennen gelernt, guter Austausch, Zeit für mich selbst, Workbook um alleine weiter machen zu können, Stärken kennen gelernt
- Offenheit der Teilnehmer, Wertschätzung, aufrichtiges Interesse an einander, nur "positive" Themen

- Die Gruppendynamik, Eure positive Art und eure Professionalität in der Präsentation

- gut strukturiert, gut durchgeführt
- Atmosphäre, Gruppe Übungen, Persönlicher Austausch
- Der Austausch miteinander, tolle Impulse, Anregungen wie man das gelernte in den Alltag umsetzen kann,
- Atmosphäre in der Gruppe. Betreuung durch Sophia und Christine. Beide haben innerhalb der Einheiten das Coaching sehr gut geleitet und waren sehr empathisch und offen.
- klare Beschreibung und Aufgabenstellung, ansprechende Präsentation, Einsatz mehrerer Methoden-, wie einzel-und Gruppenreflektion, menti-Abfrage, Kleingruppen und Plenum, sehr heterogene Guppenzusammenstellung, Austausch-möglichkeiten der Teilnehmenden untereinander, gute Anleitung der Coachies, zeitlicher Rahmen, Coachingeinheit zeitlich passend zu meiner beruflichen Situation,
- Ihr habt alles gut geplant, einschließlich den zusätzlichen Literaturtipps. Die offene Gruppenatmosphäre
- der Austausch mit so unterschiedlichen Personen und Ideen, die Anregungen und Buchempfehlungen, der strukturierte Aufbau
- sich mit anderen auszutauschen seine Stärken bewusst wahrzunehmen, zu merken, dass man viele Übungen unbewusst bereits (zum Teil) anwendet
- zoom Meetings, zusammenkommen, persönlicher Austausch
- Alles ;) Super Coaching Leiterinnen (wirken kompetent, sehr sympathisch, tragen gut vor, haben gut durch das Coaching geführt) Super aufbereitet Unterlagen. Tolle und interessante Gruppe. Interessanter und lehrreicher Inhalt.
- Lockerheit des Coachings, technisch hat immer alles geklappt, neue Dinge lernen, Selbstreflexion angerregt, positive Energie verbreitet

Answers of AI Participants

- Dass man sich die eigenen Stärken wieder in den Vordergrund gestellt hat und den Wert von alltäglichen Kleinigkeiten mehr schätzt.
- selbstständige Zeiteinteilung der Einheiten, Aufmachung des Workbooks
- E-Learning und selbstständige Einteilung der Erarbeitung
- Die Aufmachung der PDF-Einheiten war super schön gestaltet und der Inhalt war sehr strukturiert dargestellt! :) Habt ihr super gemacht finde ich
- tolle Aufbereitung vom Workbook: interessant, kurz und knackig, mit Quellen belegt, schön gestaltet. So hatte ich auch nach einem Arbeitstag noch Lust es mir anzuschauen. Dankbarkeitstagebuch: ich habe den Sinn der Übung wirklich erkannt. Im Alltag kommt mir immer der Gedanke, dass ich für dies oder jenes dankbar sein kann. Das hebt die Stimmung.wieder einmal etwas Neues zu lernen. War für mich eine Art Fortbildung. freundliche und unkomplizierte Betreuung durch Christine und Sophie :)
- die schön bereiteten folien und spannende texte, neue gedankenanstöße
- Die Themen, die Flexibilität des E-Learnings
- Dankbarkeitstagebuch zu führen, die weiterführende Literaturangabe
- Die Intention, die Idee
- Die verschiedenen Tools
- Das Skriptum fand ich sehr gut aufgebaut. Die weiterführende Literatur, Übungen, Internetlinks fand ich super!
- Das viele verschiedene Aspekte des täglichen Lebens/Denkens/Handelns miteinebzogen wurden und auf die positiven Aspekte gelenkt wurden.
- Die Materialien, das Lehrbuch, die Regelmäßigkeit
- Ich finde der Materialen sind klar, gut zu lesen und verstehen. Die Aufgaben und praktische Beispiele sind auch sehr gut. Es ist auch sehr gut dass wir in Fall das wir Fragen oder Probleme mit den Coaching hatten, könnten immer mit Jemand von der Team sprechen.
- Charakterstärken
- Die Aufbereitung des Materials
- Ich konnte immer nachfragen, ihr habt schnell geantwortet und wart sehr hilfsbereit
- Das Skriptum ist super einfach und interessant gestaltet

- neue Charakterstärken erkennen, der Fokus auf mich selbst, Workbook grafisch und inhaltlich top!
- Der gute Aufbau, die Struktur des Skripts
- Ihr habt die Unterlagen sehr schön ausgearbeitet & es war eine gute Mischung an Übungen.
- Kennen zu lernen was positive Psychologie meint.
- Gestaltung des Workbooks: ansprechende Farben, gute Gliederung, wöchentliche Erinnerungsmails und Rückmeldung auf Fragen/Mails, Übungen zu den Charakterstärken
- Die eigenen Stärken erfahren zu haben. Ich habe mich selbst besser kennengelernt.
- Es war alles sehr schön und verständlich aufbereitet. Lesen und die Übungen haben Spaß gemacht und zur Reflektion angeregt.
- Die Gestaltung des Workbooks, die sehr freundliche Unterstützung von euch, die Idee des Dankbarkeitstagebuchs, einfach euer insgesamter Aufwand!!
- Die Auseinandersetzung mit mir selbst und das Wahrnehmen der Tatsache, dass auch wenn an einem Tag etwas nicht so gut läuft andere Sachen dafür trotzdem positiv waren.
- Sehr schöne aufbereitete Dokumente
- Dass das Workbook noch lange zur Verfügung steht, konnt eviel mitnehmen
- Die Aufbereitung der E-Learning-Unterlagen (Erklärungen, Beschreibungen, Übungen, Tips, Design) hat mir wahnsinnig gut gefallen. Für die Übungen hatte ich nur zu Beginn Zeit, aber diese waren echt gut durchzuführen und für mich war es sehr spannend meine Charakterstärken herauszufinden, da mir meistens nur bewusst ist, was ich alles nicht kann. Regelmäßige Aufgaben fallen mir schwer konsequent durchzuführen, aber das Dankbarkeits-Tagebuch ist es definitiv Wert daran zu üben. Daran möchte ich über das Coaching hinaus immer wieder arbeiten.
- Das schön gestaltete Handout und die Übungen.
- Täglich Gedanken bewusst darauf richten, für welche Ereignisse ich dankbar bin.
- Zunächst mal möchte ich ein großes Lob an Tine und Sophia ausrichten, ihr habt mit dem Workbook echt einen fantastischen Job gemacht. Das Design und der Inhalt samt wissenschaftlichem Hintergrund und Übungen ist echt 1A. Ich persönlich habe es leider verpasst, trotz diverser Motivationsmails, nach Session 3 am Ball zu bleiben und habe die letzten beiden Sessions nicht mehr bearbeitet. Ich fand es aber

unglaublich gut, seine eigenen Charakterstärken zu erkennen (diese durch Fremdwahrnehmung auch nochmal bestätigen zu können) und diese auch einsetzten/in neues Licht setzen zu können. Das tolle am Workbook ist auch, dass nach dem offiziellen Coaching-Zeitraum auch immer noch die Möglichkeit besteht, die ausstehenden Übungen zu bearbeiten.

- Das Material war toll aufbereitet, verständlich und nachvollziehbar gestaltet und hat zur Beschäftigung damit eingeladen. Die Übungen waren gut erklärt und einfach umzusetzen.
- Visualisierung und Wahrnehmung der eigenen Charakterstärken, später auch bei für mich sehr wichtigen Person, wie Lebenspartner, schöne Inspirationen für den Alltag, umfangreiche Literaturempfehlungen zum Thema
- Das E-Workbook war toll gestaltet und war übersichtlich und gut nachzuvollziehen. Es hat sich auch schnell lesen lassen und nicht mehr als 2h pro Einheit in Anspruch genommen. Mir haben die regelmäßigen Rückmelde Emails gut getan da es mich auch weiter motiviert hat daran teil zunehmen. Ich fand die Übungen besonders toll die einen dazu gebracht haben auch mit außenstehenden zu sprechen und sie Rückfragen zu holen. Die eigenen Stärken kennenlernen hat mir. persönlich sehr geholfen meinen Mindset etwas zu ändern.
- Der Aufbau der Unterlagen. Das Thema an und für sich.
- Ich fand die Betreuung von euch Beiden super. Danke für die netten Emails und das persönliche Antworten auf Nachrichten. Ich kannte schon die meisten der Aufgaben, die Infotexte waren dennoch spannend, um sich nochmals mit Dingen zu beschäftigen.
- Den Blick auf das positive zu richten und zur Abwechslung mal von negativen Gedanken wegzukommen. Bewusste Zeit für mich. Allein die Tatsache, dass ich etwas nur für mich gemacht habe, war toll. Außerdem denkt man die Infos aus eurem Buch dann auch laufend im Alltag mit und für mich hatte das den größten Effekt.

What was not Good About the Intervention?

Answers of POGC Participants

- Breakout Sessions
- Die Gruppengröße könnte vielleicht etwas kleiner, wenn alle immer ihr Feedback geben/ sich begrüßen hat mir das persönlich zu lange gedauert und mir sind immer wieder Fehler (Rechtschreibung, falsche Links) in den Workbooks aufgefallen.
- Die Einheit zum Thema Beziehungen.
- Coaching nicht in Person, sondern online
- Ich bin absolut kein Freund von Kennenlernspielen. Wobei das "Zwei Wahrheiten, eine Lüge" erträglich war ;-)
- Dass ich einmal in einer anderem Gruppe war, weil ich zu meiner keine Zeit hatte :/ Dass mir das mit dem Dankbarkeitstagebuch nicht gelungen ist. Dass es nur 5 Einheiten waren hahah
- Es waren für mich doch ein paar viele Aufgaben, da ich gern alles mitgemacht hätte fand ich es doch ein bisschen viel alles neben meinen sonstigen Aufgaben zu erledigen.
- Nichts, mir hat alles gefallen.
- Die Alterserteilung erschien etwas inhomogen. Alte Menschen fehlten, schwerpunkt, so erschien es mir, war U30. Erklärungen, die gegeben wurden waren für die Testpersonen schon sehr wissenschaftlich, vielleicht wären simplere Botschaften besser. Das coaching passte zweitweise nicht in meine turbulenten Wochenabläufen, ich hätte gerne an mehr Sitzungen teilgenommen und gewissenhafter in das Buch eingetragen, Das lag aber an mir. Ein gestreckterer Kurs (alle zwei Wochen) wäre mir entgegengekommen.
- zum Teil ging es zu wenig in die Tiefe thematisch, klar, dass dies bei beschränkter Zeit jedoch schwierig ist, vieles kannte ich bereits oder hatte ich bereits zuvor umgesetzt (unbewusst oder durch andere Studie oder anerzogen bzw. selbst angelernt), insofern hätte ich noch mehr neuen Input erwartet, aber für Neustarter in die Thematik war es sicher ausreichend Information
- Zu schnell vorbei ;)
- mir persönlich teilweise unangenehm mit quasi Fremden über persönliche Dinge zu sprechen

- Die einzelnen Aufgaben haben mir nicht das Gefühl gegeben etwas neues zu lernen/hören, empfand sie als durchschaubar und haben mir eher das Gefühl gegeben in ein Schema/etwas vorgefertiges herein gepresst zu werden ohne mich jedoch als Individuum zu sehen. haben mich nicht inspiriert
- die Dichte in den 5 Wochen
- die Kennenlernrunde, ist zwar notwendig, weil man dann ein anderes Gefühl in der Gruppe hat, aber fand ich online schwierig (also nur die Kennenlernrunde, danach hatte man eh ein Gef��hl f��r die Gruppe)
- Eher ein Vorschlag: Dies war ein perfektes Gruppencoaching - vielleicht wäre es auch interessant Einzelcoaching miteinzubauen. (Falls ihr diese Coachings nochmal durchführen wollt).
- teilweise kam wenig rückmeldung von den anderen teilnehmern, mir ist klar, dass man kann keine aktive teilnahme "erzwingen" kann, aber man meldet sich finde ich auch seltener wenn sich kaum jemand mitteilen m��chte, sonst alles fein, ihr habt das genial gemacht

Answers of AI Participants

- manche Übungen/Aufgaben
- Es ist schwierig die Zeit pro Woche zu finden, da bei mir jede Woche etwas anderes geplant war privat und beruflich
- Eigentlich nichts.
- selbst einteilen und alles alleine machen
- dass es E-Learning war, hätte mir wöchentliche "Zoom-Treffen" gewünscht.
- Meine persönlichen Stärken des Fragebogens, Doch recht intensiv und zeitaufwendig
- Bei E-Learning wenig Kontakt & Rückmeldung
- Dass ich in der E-learning Gruppe gelandet bin :D
- Das Coaching war etwas anonym und unpersönlicher als gedacht
- Dass ich mich manchmal doch recht alleine mit meinen Gedanken gefühlt hab und der Austausch mit der Gruppe nicht möglich war (wusste ich ja von Anfang an, aber dennoch hat es mir gefehlt).
- Vieles Bekanntes, was mich alleine wenig weiterbringt - Austausch fehlte mir und ich mag mich nicht einfach an irgendwen in der Gruppe wenden

- Es fiel mit etwas schwer mich in der E-learning Gruppe im Alltag auf das Coaching zu fokussieren
- Ich bräuchte insgesamt länger und doch ein wenig mehr Leitung ... das war so ein programm, Im schnell Durchlauf wenn man voll arbeitet
- Ich fühlte mich alleine, hätte mich gerne ausgetauscht
- Das E-Learning Format war für mich persönlich in der Zeit nicht so geeignet. Auch habe ich auf meine Mails keine Rückmeldung bekommen und die zweite Einheit komischer Weise nicht erhalten. Das war ein bisschen demotivierend.
- Hatte leider aufgrund beruflicher Termine und Krankheit schwierigkeiten mich Woche an Woche auf die Aufgaben des Coachings zu konzentrieren
- für eine woche war es sehr zeitintensiv
- dazu fällt mir nichts ein ;) außer, dass ich in der E-Learning-Gruppe nicht konsequent genug war, die Übungen regelmäßig zu machen, daher hätte ich auf die Online-Gruppe gehofft.
- In der E-Learninggruppe konnte ich nicht gut arbeiten. Es hat an echter sozialer Unterstüzung gefehlt, Übungspartner, die an den gleichen Themen arbeiten. Aber das ist vermutlich so gewollt gewesen.
- Dass ich nicht so viel Zeit dafür hatte, wie ich gehofft habe. In Präsenzform hätte ich sie mir vielleicht strenger nehmen "müssen".
- Für mich persönlich wäre glaube ich das Online-Coaching die bessere Option gewesen, aber das wollte der Zufall wahrscheinlich nicht so. Ich habe leider gemerkt, dass ich dadurch weniger selbst-diszipliniert bin, als ich mir das von mir eigentlich erwarte.
- Ein persönliches Problem hat sich bei mir immer wieder durch technische Probleme ergeben - ich habe derartige Arbeitsbücher gerne in der Hand, wenn es mal nicht gedruckt werden konnte, verlor ich Zeit und war weniger motiviert. Toll wäre auch gewesen, wenn man die Option gehabt hätte, direkt digital im Workbook arbeiten zu können.
- Keine Negativa zum Coaching
- Ich fand es etwas schade das es nicht mehr Webinars gab, ich glaub mir hätte zumindest ein Gruppengespräch zusätzlich sehr gut getan das noch mehr zu verinnerlichen, da ansonsten alles sehr mit der Selbstmotivation zu tun hat und man auch mit seinen Gedanken hautsächlich alleine da ist.

- Kein persönliches Abschluss-Event. Mangelnder Austausch (während den Einheiten) mit anderen Teilnehmern.
- Für mich war die Zeit zu kurz. Es hat ein wenig Stress verursacht, dass das Kapitel innerhalb einer Woche erledigt werden musste und es hatte dadurch mehr einen Aufgabencharakter und wurde einfach abgearbeitet. Ich persönlich mag es lieber, wenn ich mich dazusetzen kann, wenn mir gerade danach ist und nicht, weil ich wei��, dass bald das nächste Kapitel kommt und ich das aktuelle noch nicht gemacht habe und mich deshalb beeilen muss. Da konnte ich mich deshalb, glaube ich, manchmal nicht richtig auf die Arbeitsblätter einlassen und habe sie einfach nur abgearbeitet.

Appendix H

Abstract (English)

The impact of the COVID-19 pandemic on global mental health generates a need for effective and flexible mental health prevention programs which promote well-being and reduce psychological distress. With the Positive Online Group Coaching (POGC), we conceived such a program by combining effective positive psychology interventions with the flexibility and cost-effectiveness of e-mental health interventions and the social advantages of group coaching. This study aimed to examine the effectiveness of the POGC in increasing psychological well-being, subjective well-being, gratitude, and self-efficacy, as well as to explore possible influencing variables using an experimental within-between-subjects design, with three measuring times. Therefore, 83 German-speaking adults with subclinical psychological distress were randomly allocated to the POGC (n = 38) or an alternative intervention (n = 45). Participants then attended five weeks of either two-hours of weekly online group sessions or worked through the program on their own. The samples' average age was 30.4 years (SD = 9.53), 81.9% were women, and 73.5% were highly educated. The POGC significantly enhanced psychological well-being, subjective well-being, and self-efficacy from pre- to post-intervention measurement. Compared to the AI, the POGC was only significantly more effective in increasing PWB. All effects were stable over time. There was no effect found on gratitude. Moreover, higher initial depressive symptoms and increased self-efficacy predicted gain in well-being. Consequently, the POGC can be recommended as a prevention program to sustainably foster psychological and subjective well-being and self-efficacy in subclinical adults. Further research should include a more diverse sample, an additional passive control group, and an extended follow-up period.

Keywords: positive psychology, coaching, digital mental health intervention, well-being, self-efficacy, gratitude, COVID-19, randomized controlled trial

Appendix I

Abstract (German)

Die Auswirkungen der COVID-19-Pandemie auf die psychische Gesundheit verursachen einen verstärkten Bedarf an effizienten und örtlich ungebundenen Präventionsprogrammen, die psychische Belastungen effektiv reduzieren und das Wohlbefinden steigern. Das, im Rahmen dieser Studie konzipierte, fünf-wöchige Positive Online Gruppen Coaching (POGC) kombiniert wirksame Interventionen der Positiven Psychologie mit der Flexibilität von E-Mental Health Interventionen und den sozialen Vorteilen des Gruppencoachings und könnte diesem Bedarf nachkommen. Ziel der Studie war es in einem experimentellen within-between-subjects Design, mit drei Messzeitpunkten, die Wirksamkeit des POGC‘s auf psychologisches Wohlbefinden (PWB), subjektives Wohlbefinden (SWB), Dankbarkeit und Selbstwirksamkeit zu untersuchen, sowie mögliche Einflussvariablen zu identifizieren. Zu diesem Zweck wurden 83 deutschsprachige Erwachsene mit subklinischer psychischer Belastung randomisiert dem POGC (n = 38), oder einer alternativen Selbsthilfe Intervention (n = 45) zugeteilt. Die Teilnehmer*innen nahmen daraufhin fünf Wochen entweder an zweistündigen, wöchentlichen Gruppeneinheiten per Videokonferenz teil, oder bearbeiteten das Programm allein. Das Durchschnittsalter der Teilnehmer*innen betrug 30.4 Jahre (SD = 9.53), 81.9 % waren Frauen und 73.5 % hatten einen hohen Bildungsgrad. Das POGC verbesserte PWB, SWB und Selbstwirksamkeit von T1 auf T2 signifikant. Im Vergleich zur AI war das POGC allerdings nur bei der Steigerung des PWB signifikant effektiver. Alle Effekte waren zeitlich stabil. Es wurde kein Effekt auf Dankbarkeit gefunden. Außerdem sagten höhere anfängliche Depressivität und das Ausmaß der Steigerung der Selbstwirksamkeit während des Coachings signifikant den Anstieg des Wohlbefindens vorher. Zusammenfassend kann das POGC als Präventionsprogramm zur nachhaltigen Förderung des psychologischen und subjektiven Wohlbefindens und der Selbstwirksamkeit bei subklinischen Erwachsenen empfohlen werden. Weitere Untersuchungen sollten eine diversere Stichprobe, eine zusätzliche passive Kontrollgruppe und eine längere Follow-up Periode umfassen.

Keywords: Positive Psychologie, Coaching, digitale Gesundheitsanwendung, Wohlbefinden, Selbstwirksamkeit, Dankbarkeit, COVID-19, randomisierte kontrollierte Studie