Positive coaching is a strengths-based coaching paradigm that derives from the integration of the positive psychology and sport psychology disciplines. To date, there is no measurement that encapsulates the core theoretical ideas and concepts of positive coaching. The present study introduces a measurement, the Positive Coaching Inventory (PCI), to assess the multidimensional construct of positive coaching. Data was collected from 14 high schools (total $N = 189$), encompassing both urban and rural school districts. The results from the exploratory factor analysis suggested a meaningful two-factor solution with 15 items. The factors were labeled *Positive Mentorship and Training* (PMT) and *Meaningful Interpersonal Connections* (MIC). The findings provided strong evidence that athletes prefer a strengths-based training environment in which coaches cultivate supportive, encouraging relationships and provide clear guidance and mentorship on mental and physical skill acquisition. The PCI showed excellent overall internal consistency ($\alpha = .92$) with strong coefficient alphas for the PMT (.89) and MIC (.85) factors. The discussion focuses on the implications, both theoretical and empirical, for how the current findings impact coaching research and practice, and recommendations for future research is addressed.

*Keywords*: meaningful interpersonal connections, positive coaching, positive mentorship and training, positive psychology, self-determination theory, transformational leadership, transactional behavior