

Psychological Characteristics of Developing Excellence Questionnaire

Factor	Items
Factor 1: Support for long-term success (17 items)	<p>My coach/teacher encourages me to seek advice from appropriate others</p> <p>My coach/teacher and I plan on the basis of my future success, not just for today</p> <p>My coach/teacher helps me to stay committed to my activity</p> <p>My coach/teacher evaluates my performances against long-term goals for future success</p> <p>My coach/teacher prepares me to cope with the pressures of performance</p> <p>My coach/teacher always tells me what I should be aiming for and helps to direct my goal</p> <p>My coach/teacher always tells me what I should be aiming for and helps to direct my goals</p> <p>My coach/teacher helps me identify what is good and bad in my performances</p> <p>My coach/teacher and I keep an eye on my total workload to help me balance college/school and practice</p> <p>I work together with my coach/teacher to monitor my progress towards my goals</p> <p>My coach sets my targets and we work towards these</p> <p>I can rely on my coach/teacher to push me in activities that I do not really like</p> <p>My coach/teacher helps me to keep a record of my progress</p> <p>My coach/teacher provides me with clear routines</p> <p>My coach/teacher helps me focus on the objectives in practice</p> <p>My coach/teacher structures practice to work mostly on my weaknesses</p> <p>My coach/teacher encourages me to talk things through</p> <p>My coach/teacher ensures that I know the steps I have to take to maintain my progress</p>
Factor 2: Imagery use during practice and competition (12 items)	<p>I use imagery to correct my physical performance</p> <p>Before attempting a skill, I imagine myself performing it</p> <p>Mental rehearsal is incorporated in my practice</p> <p>Mentally rehearsing my performance focuses me on what I have to do</p> <p>I regularly imagine what a good performance feels like</p> <p>My coach/teacher believes mental practice is important</p> <p>Before I arrive at the performance venue I am encouraged to mentally rehearse my performance</p> <p>I imagine myself handling the arousal and excitement associated with competition</p> <p>I am expected to include imagery in my preparation</p> <p>We practise coping with setbacks so that I can stay confident</p> <p>When I have to do something that worries me, I imagine how I will overcome my anxieties and perform successfully</p> <p>I am encouraged to try things out in my head first</p>
Factor 3: Coping with performance and developmental pressures (11 items)	<p>I find it difficult to concentrate on what I have to do and often find myself thinking about how other performers are doing</p> <p>If something unexpected happens I find it really hard to adapt</p> <p>I find it hard to fit into new practice groups</p> <p>I can't stop my activity suffering when I am under pressure from school or college work</p> <p>I often stop trying when I find a task difficult</p> <p>I believe that you can never learn from losing</p> <p>Even a minor setback shakes my confidence</p> <p>When I make a mistake I find it difficult to get my focus back on task</p> <p>My coach/teacher doesn't push me to overcome difficulties</p> <p>I find it difficult to overcome my feelings of anxiety when I perform</p> <p>I often keep thinking about the mistakes that I have made and let this interfere with my performance</p>
Factor 4: Ability to organize and engage in quality practice (7 items)	<p>I get on with what I have to do even if no one is watching</p> <p>I am willing to push myself really hard</p> <p>All the practice that I do gives me confidence in my ability to succeed</p> <p>During practice I block out distracting thoughts and focus my attention completely on what needs to be done</p>

	<p>My pre-performance schedule is clear and carefully monitored</p> <p>In practice, I really think about and focus on what I have to do in that session</p> <p>I set myself challenging goals that I have to work hard to achieve</p>
Factor 5: Evaluating performances and working on weaknesses (5 items)	<p>I am always looking for ways to improve</p> <p>I always have at least one goal that I am working towards</p> <p>After a performance I review my performance in my head to figure out what I did right and wrong</p> <p>I analyse my performances to find out what I did well and what I did badly</p> <p>I consider my weaknesses and work hard on these in practice</p>
Factor 6: Support from others to compete to my potential (7 items)	<p>Before an important performance people around me keep me focused</p> <p>We are encouraged to help each other in my practice environment</p> <p>My coach/teacher helps to keep me focused in practice</p> <p>My coach/teacher helps me to prepare for the unexpected</p> <p>People around me help me to accommodate the demands of my activity</p> <p>I listen and learn from the people around me</p> <p>My coach/teacher uses practice to build my confidence in my own ability</p>

From: Macnamara, Aine, & Collins, Dave. (2011). Development and initial validation of the Psychological Characteristics of Developing Excellence Questionnaire, *Journal of Sports Sciences*, 29(12), 1273.