

## **ESM 2. Questionnaire Study 2: Coach Sample**

### **Welcome!**

Thank you very much for your participation in this questionnaire. We, a research group of the University of Konstanz, are interested in the optimization of endurance performance by psychological self-regulation strategies through psychological self-regulation strategies. This project is supervised by Dr. Wanja Wolff (Department of Sports Science) and Dr. Maik Bieleke (Department of Psychology) and is being carried out by Anna Hirsch as part of her doctoral thesis at the University of Konstanz. The processing of the questionnaire will take about 20 minutes. Thank you very much!

### **Information about your participation**

#### **Questionnaire processing**

Maybe the answer options to the questions asked are not sufficient or you would like to add something. Therefore, you have the possibility to leave a comment in a text field. This is optional and you can also directly edit the next question without a comment.

#### **Gender declaration**

For better readability, personal terms that refer to both men and women in this questionnaire are generally and men at the same time, are only used in the masculine form, as is customary in German e.g., "athletes" instead of "athletes" or "athletes and athletes". However, this does in no way reflect gender discrimination or a violation of the principle of equality.

#### **Further processing of the collected data**

We store the information collected in the study in anonymized form. Scientific work on improving athletic performance is published based on the data collected. It is not possible to draw any conclusions about your person based on the publications. The data is stored without your name and contact details on computers that are connected to the Internet. Legal access to the data from outside is not possible.

#### **Rights**

Your participation in the study is voluntary. You can terminate the study at any time and without giving reasons without incurring any legal disadvantage.

#### **Privacy**

All information that allows conclusions to be drawn about your person will be treated completely confidentially by the employees of the project, i.e., it will not be passed on to third parties outside the project. Only authorized employees of the research project have access to the collected data

#### **Contact**

If you have any questions regarding the questionnaire, if any ambiguities arise regarding your participation or if you would like to report a research-related problem, you may contact the project manager Anna Hirsch by e-mail ([Anna.Hirsch@uni-konstanz.de](mailto:Anna.Hirsch@uni-konstanz.de)), or by mail (University of Konstanz, Sport Psychology, 78457 Konstanz, Germany).

## Coaches Survey

Please answer a few questions about yourself.

1. How old are you?

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2. What is your gender?

- female
- male
- other
- prefer not to say

3. When did you start to coach cyclists?

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4. What is your highest coaching qualification?

- Diploma Trainer
- Trainer A competitive sports
- Trainer B competitive sports
- Trainer C competitive sports
- Trainer C mass sport

5. Do you cycle in a competitive context (licensed racing)?

- Yes
- No

6. Which cycling disciplines do you train? (multiple selection possible)

- Road
- Track
- MTB
- Trial
- MTBO
- Cyclo-cross

**7. Which cycling discipline do you mainly train? (Please commit to one discipline.)**

- Road
- Track
- MTB
- Trial
- MTBO
- Cyclo-cross

**8. At what level do the athletes perform? (multiple selection possible)**

- Elite (WT, KPT, KT)
- Elite (Elite amateur, amateur)
- Elite G/S Women and Elite Women
- Juniors (Man) U19
- Juniors (Woman) 19
- Other (please specify in the next field)

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**Comment on this section (optional):**

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Thank you for answering all the questions about yourself.

In the following section, you will be asked questions to find out how you think your athletes can successfully cope with inner obstacles of cycling. This may be a matter of finding central, inner obstacles, that may be difficult to overcome for your athletes. You can also think about strategies that your athletes have already used to successfully to master the demands placed on them in professional cycling.



In the following, think about the typical course of your athletes' competitions.

**What do athletes typically struggle with the most mentally in this process?**

There is a wide range of factors in cycling that your athletes have no control over (technical defects, the weather, the track or the behavior of the other riders). We are interested in behaviors or actions that are controllable by your athletes that can turn a race into a good race for them (such as resisting the temptation to bury their head in the sand and keep fighting). By inner obstacles we mean those obstacles that your athletes can overcome by themselves.

- 1. Please describe what you consider to be central inner obstacles for your athletes in a typical competition.**

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- 2. How do your athletes typically deal with these inner obstacles?**

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- 3. In your opinion, how much does the above-mentioned approach to inner obstacles help athletes to overcome them?**

- Not at all
- A little
- Partly
- Quite
- Very

- 4. Even if your athletes have already found a successful way of dealing with their inner obstacles, there is still the possibility to improve their performance even more. In your opinion, how could athletes cope even better with the inner obstacles mentioned above?**

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**Comment on this section (optional):**

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Thank you for your answers concerning your athletes' inner obstacles.

In the following section we are going to ask you about the strategies used by your athletes to overcome mental challenges, such as how they prepare for competitive situations.

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Imagine your athletes are asked to complete a step test on the ergometer and to mentally prepare for it.

**1. Which strategies to overcome inner obstacles do your athletes use?**

Please name at least one strategy. You can specify up to 5 strategies.

Strategy 1:

Strategy 2:

(...)

**2. How often do your athletes use each strategy?**

	never	rarely	sometimes	often	always
Strategy 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategy 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. How much does each strategy help your athletes to overcome inner obstacles?**

	never	rarely	sometimes	often	always
Strategy 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategy 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment on this section (optional):**

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Thank you for answering all the questions regarding the strategies used by your athletes. In the following section, you will be asked to make **assessments** about **your athletes**.

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### **CfS-CS-D (III)**

**Please answer the following statements as you think they typically apply to your athletes.** Answer spontaneously and do not think too long. There are no right or wrong answers.

*(Answers given on a five-point Likert scale from “does not apply” to “applies completely”)*

1. The athletes can resist temptations.
2. The athletes waste a lot of time before they tackle things.
3. It is hard for athletes to resist their cravings.
4. The athletes delay things they find uncomfortable for as long as possible.
5. The athletes can stick to things where others would quit.
6. The athletes can deny themselves something they desire but do not need.
7. The athletes waste time on unimportant things instead of working on things that are of importance.
8. When athletes commit to something difficult, they push it to the end.
9. Their bad habits are problematic for them.
10. Even though the athletes have a lot to do, they find it difficult to tackle these things.
11. When athletes plan to improve at something, there is little that can stop them.
12. If athletes want something that is bad for them, they do it anyway.
13. Even when there is a lot to do, athletes find it easy to tackle things right away.
14. It's hard for athletes to continue doing something they don't want to do.
15. The athletes can control how they respond to stimuli.
16. The athletes tackle new projects immediately.
17. When athletes are challenged by a task, it is easy for them to stay with it and keep going.
18. If athletes want to do something they should not, they will not.
19. The athletes do nothing, although there is much to do.
20. Athletes find it easy to maintain good behavior.

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### **SBPS**

**Please answer the following statements as you think they typically apply to your athletes.** Answer spontaneously and do not think too long. There are no right or wrong answers.

*(Answers given on a seven-point Likert scale from “do not agree at all” to “fully agree”)*

1. The athletes are often faced with unfinished business and do not know what to do.
2. The athletes find it difficult to entertain themselves.

3. Many of the things athletes have to do are repetitive and monotonous.
4. It takes more stimulation to get athletes going than it does for most others.
5. Most of the things athletes are doing do not motivate them.
6. In most situations, athletes have a hard time finding something they can do or see to maintain their interest.
7. A lot of the time the athletes just sit around and do nothing.
8. The athletes feel half dead and dull unless they are doing something exciting or even dangerous.

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### Planning Propensity

The next statements refer to **how your athletes approach important and difficult goals**. Think about goals that are important to your athletes and that they would like to achieve. However, the **goals should not be so easy to achieve** and should challenge your athletes. When you have appropriate goals for your athletes in mind, read through each statement and decide to what extent it applies to your athletes.

*(Answers given on a seven-point Likert scale from “does not apply at all” to “applies completely”)*

1. The athletes think about when and where crucial moments for achieving their goals might occur.
2. The athletes think about opportunities and possibilities they could take advantage of.
3. The athletes imagine which obstacles could occur.
4. The athletes deal with what kind of setbacks are to be expected.
5. The athletes plan how best to achieve their goals.
6. The athletes plan the specific actions they will take to achieve their goal.
7. The Athletes plan how to protect themselves from distractions.
8. The athletes plan how to deal with difficulties.

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*Please note that this questionnaire has been translated from the original language. The formatting may therefore differ from the original.*