

This scale assesses coaches' change-oriented feedback quantity and quality (the extent to which it is autonomy-supportive) in the sport domain (as perceived by athletes). Six dimensions of an autonomy-supportive change-oriented feedback are assessed: 1) considerate tone of voice, 2) empathic, 3) paired with tips and 4) choices of solutions, 5) based on clear and attainable objectives, and 6) avoid person-related statements.

Reference

Carpentier, J. & Mageau, G.A. (2013). When change-oriented feedback enhances motivation, well-being and performance: A look at autonomy-supportive feedback in sport. *Psychology of Sport and Exercise*, 14(3), 423–435.

Using the scale below, please choose the number that best represents the way your coach generally gives you negative feedback (when he/she gives you corrections, wants you to change something or is not satisfied with your performance).

Never	Rarely	Sometimes	About half the time	Often	Very often	Always
1	2	3	4	5	6	7

A) IN GENERAL...

1. My coach gives me negative feedback.	1	2	3	4	5	6	7
2. My coach gives me corrections when I finish a drill.	1	2	3	4	5	6	7
3. When I am not performing a drill well, my coach gives me negative feedback.	1	2	3	4	5	6	7
4. When my coach is not satisfied with my performance, he lets me know.	1	2	3	4	5	6	7

B) MY COACH...

1. ... yells when he has negative feedback to give me	1	2	3	4	5	6	7
2. ... keeps giving me the same corrections during a same training session, without giving me the time needed to correct them	1	2	3	4	5	6	7
3. ... often suggests many ideas to correct my mistakes. He/She then lets me choose the one I prefer.	1	2	3	4	5	6	7
4. ... often mentions my mistakes without suggesting solutions to correct them.	1	2	3	4	5	6	7
5. ... considers my feelings when he/she gives me negative feedback.	1	2	3	4	5	6	7
6. ... expects me to immediately correct everything he/she asks me.	1	2	3	4	5	6	7
7. ... lets me try various strategies to correct my mistakes so that I can see which one suits me best.	1	2	3	4	5	6	7

C) WHEN MY COACH WANTS ME TO CORRECT SOMETHING, ...

1. ... I know which objective this change will eventually allow me to reach.	1	2	3	4	5	6	7
2. ... I feel that he/she understands that I cannot immediately correct everything that he/she asks me to correct.	1	2	3	4	5	6	7
3. ... he/she gives me many possible solutions so that I can choose the one that suits me best.	1	2	3	4	5	6	7
4. ... his/her demands are reasonable.	1	2	3	4	5	6	7

5. ... he/she tells me using a respectful tone of voice.	1	2	3	4	5	6	7
6. ... he/she lets me choose the solution that I prefer among several possible solutions.	1	2	3	4	5	6	7

D) WHEN MY COACH IS NOT SATISFIED WITH MY PERFORMANCE, ...

1. ... I generally agree that I can do better	1	2	3	4	5	6	7
2. ... I don't feel that he/she realizes how much effort I had to put in to overcome the obstacles.	1	2	3	4	5	6	7
3. ... he/she tells me using a tone of voice that shows that he/she respects me.	1	2	3	4	5	6	7
4. ...my coach has a tendency to depreciate me as an individual.	1	2	3	4	5	6	7
5. ... he/she yells at me.	1	2	3	4	5	6	7
6. ... he/she helps me find a solution instead of only criticizing what I have done.	1	2	3	4	5	6	7
7. ... he/she gives me tips so that I can improve in the future.	1	2	3	4	5	6	7
8. ... his/her negative comments often concern what I am as a person.	1	2	3	4	5	6	7
9. ... he/she often offends me personally.	1	2	3	4	5	6	7
10. ... he/she doesn't take into account the difficulties that I had to face during my performance.	1	2	3	4	5	6	7
11. ...he/she tells me using a compassionate tone of voice.	1	2	3	4	5	6	7

E) IN GENERAL ...

1. ... the corrections asked by my coach are generally meant to gradually bring me closer to an objective that is clear	1	2	3	4	5	6	7
2. ...I feel that there are personal attacks in the way my coach tells me that he/she is not satisfied with my performance.	1	2	3	4	5	6	7
3. ... when my coach talks about a problem with me, he/she does so without yelling as much as possible.	1	2	3	4	5	6	7
4. ... when my coach mentions mistakes that I have made, he/she also gives me tips to correct them.	1	2	3	4	5	6	7

SCORING KEY

A1, A2, A3, A4 :	Change-oriented feedback quantity
B1(r), C5, D3, D5(r), D11, E3	Considerate tone of voice (Items D3 and D11 were not in the original version of the scale. They currently are on trial.)
B2(r), B5, B6(r), C2, D2(2), D10(r)	Empathic (This dimension comprises the fact to give athletes sufficient time to improve, B2, B6, C2, as well as taking athletes' perspective and feelings into consideration, B5, D2, D10. Items B5 and C2 were not in the original version of the scale. They currently are on trial.)
B3, B7, C3, C6	Paired with choices of solutions
B4(r), D6, D7, E4	Paired with tips on how to improve
C1, C4, D1, E1	Based on clear and attainable objectives
D4(r), D8(r), D9(r), E2(r)	Avoid person-related statements

Scores on the 6 dimensions can be combined into a global quality score (indicating to what extent the change-oriented feedback is autonomy-supportive).

This scale can only be used for research purposes. You can use this scale in your research as long as you cite the complete reference.

We thank you for your interest in our work!