

The PsychMapping Exercise – Revised: Exercise development and practitioner and client experiences

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Lay Summary: The PsychMapping exercise is a self-reflection tool that helps athletes understand their psychological realities. This study refined it based on practitioner feedback, improving flexibility and usability. Used with 25 clients, it boosted self-awareness, self-regulation, and practitioner-client collaboration. Practitioners praised its adaptability and client-centred approach, highlighting its effectiveness in fostering meaningful discussions and personal insights.

Implications for Practice

Supporting self-awareness and self-regulation: Findings suggest that the PsychMapping exercise may serve as a structured tool to facilitate clients' self-reflection on strengths, weaknesses, and psychological influences on performance. Practitioners reported using the tool to support the identification and discussion of self-regulation strategies aligned with individual client needs.

Abstract: The PsychMapping exercise is a structured self-reflection tool designed to enhance clients' understanding of their psychological realities within sport and exercise contexts. Since its initial introduction (Latinjak et al., 2021), the exercise has evolved organically through daily use by applied practitioners. As a result, the version currently used in practice differs from the original. This study aims to refine and evaluate the exercise based on practitioner feedback, aligning it more closely with real-world use and enhancing its flexibility, usability, and effectiveness. Key modifications included updated question cards, clearer session structures, and a revised framework for exploring psychological factors such as external influences, personal descriptors, and self-regulation strategies. The exercise was implemented across various cultural contexts by five practitioners, who conducted sessions with 25 clients. Quantitative data revealed high levels of client satisfaction, with an overall average score of 9.03 out of 10 and a Net Promoter Score of 72 (strong likelihood clients would recommend). Qualitative data highlighted improved self-reflection, self-awareness, and enhanced practitioner-client collaboration. Clients reported that the exercise facilitated greater self-knowledge, supporting their development of self-regulation strategies. Practitioners praised the tool's flexibility, particularly the removal of rigid response requirements, which allowed for more client-centred discussions. Cultural adaptations, though minimal, demonstrated the importance of culturally competent practices in facilitating meaningful client engagement. Despite these positive outcomes, the study acknowledged limitations related to sample diversity and reliance on self-reported data. The findings underscore the value of adaptable, evidence-based tools in sport and performance psychology, promoting ongoing client development and practitioner-client collaboration.

Keywords: Assessment; Metacognition; Professional practice; Self-regulation

Facilitating practitioner-client collaboration. The revised version of the PsychMapping exercise appeared to enhance collaborative dialogue by allowing greater adaptability to client preferences. Practitioners described this flexibility as contributing to more client-centred interactions, potentially strengthening working alliances and increasing client engagement.

Accessible implementation across contexts: The exercise is accompanied by a set of practical resources—including updated question cards, a step-by-step guide, and a visual map—with translations available in several languages. These materials may facilitate implementation across diverse cultural and linguistic settings, supporting broader access to structured psychological reflection.

1. Introduction

The PsychMapping exercise (hereafter referred to as *the exercise*) is a structured, self-reflective tool designed to facilitate a holistic understanding of clients' psychological realities in sport and exercise psychology (Latinjak et al., 2021). It categorises and examines key factors influencing performance and well-being through three interconnected dimensions: personal descriptors (e.g., personality traits and emotional states), external factors (e.g., environmental and social influences), and self-regulation strategies (e.g., coping strategies and psychological skills). This structured approach enables clients and practitioners to collaboratively reflect on these elements and create a visual summary map, highlighting areas for development and targeted interventions.

Developed to enhance both intake assessments and progress monitoring, the exercise is adaptable across diverse profiles, including athletes, coaches, and referees (Latinjak & Mathas, 2024). According to Latinjak and Mathas (2024), its integration into applied practice has been associated with clients' improved self-awareness, enhanced self-regulation, and the identification of targeted areas for intervention. The same study also suggested that the exercise strengthens practitioner-client collaboration, fostering deeper engagement and more personalised interventions. Given the growing focus on client-centred, dynamic psychological assessment methods, the PsychMapping exercise contributes valuable insights into client development, aligning with evolving professional standards in sport and performance psychology (Schinke et al., 2024).

The original version of the PsychMapping exercise, referred to as SportPsychMapping, was grounded in a theoretical framework known as the Knowledge Map of Sport and Exercise Psychology (Latinjak & Hatzigeorgiadis, 2021). This framework highlights key domains such as external factors, personal descriptors, and psychological skills, which the exercise invites individuals to explore through broad, open-ended questions. Building on these theoretical foundations, the tool was then developed through iterative practice and collaboration among a small group of sport psychology practitioners (for a detailed account of the development process, see Latinjak et al., 2021).

Initially, the exercise was designed to address the need for a structured exploratory interview that holistically captured the psychological realities of individuals and groups within sport and exercise contexts. Drawing from the Knowledge Map (Latinjak & Hatzigeorgiadis, 2021) this exercise was designed to guide practitioners in assessing both performance and well-being. The development process involved testing the interview format with athletes, coaches, and parents across various countries, where practitioners maintained reflective diaries and engaged in formal peer discussions to refine the questions and visual summary components. Additionally, the exercise was tailored to different consultation phases, including intake sessions, regular screenings, follow-up explorations, and focus groups. Feedback from both experienced and novice practitioners further shaped the exercise, ensuring it could be adapted to meet diverse client needs while fostering a collaborative, client-centred exploration of psychological factors.

Based on publicly available practitioner experiences documented on the PsychMapping website (<https://www.psychmapping2.com>), the tool has reportedly enhanced professional practice in sport and exercise psychology. Practitioners have highlighted its effectiveness in improving the quality of data collection, enabling more comprehensive assessments of clients' psychological factors. By using the structured framework of the PsychMapping exercise, professionals have reportedly been able to provide tailored feedback, strengthen the practitioner-client alliance, and foster greater client engagement in self-reflection and behaviour change. Additionally, the tool's flexibility allegedly allows it to be applied in various contexts, including intake sessions, group workshops, and ongoing progress monitoring. Practitioners also noted that the method seems to motivate clients to construct and understand their psychological realities, ultimately supporting both performance and well-being. This adaptability and impact have positioned PsychMapping as a valuable resource in professional practice, enriching consultations and promoting continuous development in sport and exercise psychology. Although recent research provided evidence in support of these public statements (Latinjak & Mathas, 2024), further research is needed to give

greater prominence to the voices of practitioners.

1.1. PsychMapping Exercise

The PsychMapping exercise is a structured yet adaptable self-reflection tool that comprises three distinct phases—opening, central, and closing—each designed to guide clients through a process of introspection, visualization, and evaluation. The exercise typically lasts 60 to 90 minutes but can be adjusted to suit session constraints. The following section provides a broad overview of the three phases of the PsychMapping exercise. For a detailed step-by-step guide to the procedures, refer to [Supplementary Table 1](#).

1.1.1. Opening Phase

The session begins by familiarizing the client with the exercise and setting the foundation for reflection. Practitioners introduce the materials, including question cards and an empty summary map, and explain the procedures using dedicated cards. A key part of this phase is collaboratively selecting a specific topic for exploration. Clients may choose a broad focus, such as *my performance* or *my well-being*, or a more specific issue like *anxiety during competitions*. Once the topic is agreed upon, it is documented in the header section of the summary map (Figure 1) to anchor the exercise.

1.1.2. Central Phase

This phase forms the core of the exercise, where the client engages with structured self-reflection prompts. Question cards guide the exploration across three domains:

- **External Factors.** Clients identify influences such as people, social contexts, physical environments, and life circumstances.
- **Personal Descriptors.** Clients reflect on traits, states, behaviours, and changes they have noticed in themselves.
- **Self-Regulation.** Clients explore their coping strategies and mental skills, including areas for improvement.

For each prompt, clients provide responses, which practitioners distil into concise keywords and record on the summary map. Practitioners maintain an open dialogue, seeking client approval before adding entries to ensure accuracy and shared understanding. Examples and trigger sentences on the cards help clients elaborate their thoughts. The number of responses per question is flexible, depending on the client's engagement and the session's objectives.

1.1.3. Closing Phase

In the final phase, the client reviews the completed summary map (Figure 1), making any additional entries or adjustments. They then evaluate each entry based on its valence and relevance to the chosen topic. A color-coding system is used: green for helpful aspects, red for problematic ones, and other shades or annotations for nuanced entries. Clients may also underline or emphasize key elements to highlight their significance.

Date: 15 / MAY / 2025		Type of session: The basic PsychMapping Exercise
Psychologist: Name of the Psychologist		
Participant: Name of the client		Exercise topic: My performance as a tennis coach
External variables	Personal descriptors (traits & states)	Self-regulation (strategies and skills)
Close to home Tennis culture (exists) Heat and cold Tennis equipment Club management Good players Partner University where I study Parents Friends (University) Very technical exercises Long training hours All year around Studying sports sciences Playing tennis myself Weekends with partner	I'm quite fit Look younger than I am Quite extroverted I'm a woman Very dedicated to work A bit ambitious Very criticising / direct Level of fatigue / sleepiness Connection with my players Concentration on task I don't take a no for an answer Security in what I do or say I believe in some players more than they do I have a career plan	Ignore criticism Plan sessions Understand my players Make players feel confident Work together with other coaches Handle injustices Self-motivate for recreational players Focus on important issues Think others are stupid Attack instead of listening
Very problematic – rather problematic – equally helpful as problematic – rather helpful – definitely helpful – Important – Regular		

Figure 1. Example of a completed summary map of a PsychMapping exercise session.

To conclude, practitioners summarize the map, integrating the client's insights into a coherent narrative. For instance, the summary might identify supportive influences, problematic areas, and potential interventions. The session wraps up with a discussion of the map's significance, emphasizing that it reflects the client's current perspective and may evolve over time. Clients typically leave the session with a copy of the map, either in physical or digital form, to encourage further reflection.

1.2. Aims

The main aim of this study was to develop a consensually revised version of the PsychMapping exercise, based on the practical experiences of applied practitioners who had independently adapted the original tool for their own purposes. As different versions of the exercise are currently in use, and many new users continue to rely on the original format, this consensual update aims to consolidate learning from the field and save time for future users by bringing them directly into alignment with current best practices. While the new version should offer clearer structure and guidance, practitioners remain free to adapt it to their specific contexts, just as earlier users did.

To date, public feedback on the exercise has largely consisted of open, anecdotal statements—often shared voluntarily in supportive or promotional settings. While valuable, such feedback tends to highlight strengths and may not reflect challenges or limitations. To gain a more balanced and in-depth understanding, this study systematically examined both practitioners' and clients' experiences using structured questioning. Finally, to support broader uptake, we aimed to create a comprehensive, step-by-step guide informed by how the exercise has been used—both in its original and revised forms ([Supplementary Table 1](#)). Altogether, this study aims to keep the exercise up to date, support its dissemination, and help new practitioners implement it more effectively in their work.

2. Methods

2.1. Study Design

The present research was grounded in critical realism, which acknowledges that an external reality exists but that our understanding of it is shaped by subjective experiences (Ryba et al., 2020). Additionally, this study followed a pragmatic epistemology, prioritizing practical, problem-solving approaches over rigid philosophical stances and embracing methodological pluralism by employing both quantitative and qualitative methods concurrently while analysing them separately (Giacobbi et al., 2005).

A qualitative-dominant mixed-methods design was used to evaluate the revised PsychMapping exercise. Quantitative data on client satisfaction

were collected through post-session surveys and analysed descriptively, while qualitative data—gathered from open-ended survey responses, practitioner self-reflection diaries, and interviews—were analysed thematically to provide nuanced insights. The study adopted a mixed-methods approach, collecting both datasets simultaneously but analysing them independently. Finally, the results were integrated during the interpretation phase to develop a comprehensive understanding of the exercise.

2.2. Participants

2.2.1. *Researcher and Practitioners*

Alexander, the lead researcher, co-developed both the original PsychMapping exercise (Latinjak et al., 2021) and the theoretical framework underlying it, including the Knowledge Map that structures the exercise (Latinjak, 2024; Latinjak & Hatzigeorgiadis, 2021). While personally invested in its success, he advocated for its flexible application, allowing practitioners to adapt the exercise to their unique styles. His culturally diverse background includes Hungarian, German, Catalan, and English influences.

Five practitioners participated, all with prior collaboration on the PsychMapping project. All five practitioners had been originally trained by Alexander, reflecting the early stage of the tool's dissemination, when training was centrally delivered and open-access resources were not yet available. While this training link may raise concerns about bias, the inclusion of long-term users allowed us to draw from deep, practice-based adaptations of the tool that had evolved independently over time. Future studies may benefit from including a broader range of users trained through different pathways.

Practitioners included Luka (Serbia), Philip (Malaysia), Vassilis (Greece), Joel (Catalonia), and Ivan (Spain), each holding master's degrees in sport and exercise psychology from universities in Spain, Greece, or the UK. Their applied experience ranged from several to substantive years (Min = 5, Max = 11, $M = 7.40$, $SD = 2.58$), reflecting diverse cultural and professional contexts (i.e., private practice, Olympic federations, and private sports clubs and academies).

2.2.2. *Clients*

Twenty-five clients (5 female) participated, ranging from 18 to 65 years old. The majority (16) were aged 18–25, while others were between 26–35 (n=6), 36–50 (n=2), and 51–65 (n=1). Participants engaged in a variety of sports, including football (n=10), basketball (n=5), running (n=5), and others (n=1 each for jiu jitsu, lawn bowling, shot put, rugby, and netball). Eight identified as elite athletes, 11 as aspiring elites, and six as recreational competitors. Most (n=23) trained daily, while two practiced at least three times weekly.

2.3.Procedure

2.3.1. Stage 1: Exercise Development

The PsychMapping exercise underwent a comprehensive iterative refinement process to enhance its usability, accessibility, and effectiveness for both practitioners and clients. Practitioners participated in team discussions, sharing their experiences with the original exercise and identifying areas for improvement. Their feedback was individually submitted and then consolidated by the lead investigator into a consensus version, with Luka acting as secretary during the process. Contributions from an external expert, Eduard Morelló Tomás, co-designer of the original PsychMapping exercise and co-leader of the PsychMapping practitioner community, further informed the revisions to ensure that both practical and theoretical aspects of the exercise were robustly addressed (for examples of question cards see, Figure 2).

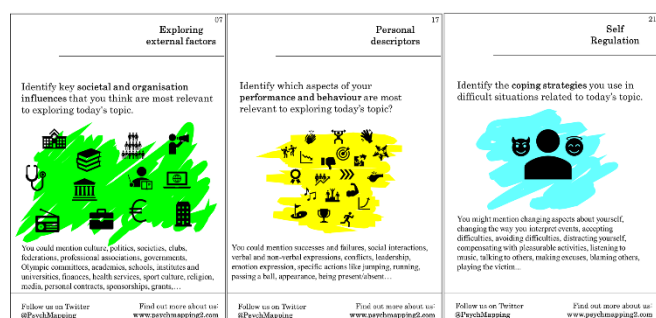


Figure 2. Sample question cards from the PsychMapping exercise.

Several significant changes were introduced across all phases of the exercise (Table 1). In the *opening section*, new cards were developed to improve clarity and support for both practitioners and clients. These included a procedural overview card, designed to help

practitioners clearly explain the structure and flow of the exercise to their clients. A card explicitly outlining the aims of the exercise was also added to communicate its purpose effectively and enhance client engagement. Furthermore, a theoretical concepts card was introduced to deepen practitioners' understanding by summarising core ideas, such as psychological reality, external factors, personal descriptors, and self-regulation. To assist practitioners in explaining the summary map, another card was added featuring examples of external factors, personal descriptors, and self-regulation components. Lastly, the existing topic selection card, guiding clients to choose the focus of their session, was retained and integrated into the updated materials.

Further changes in the *central section* focused on enhancing the flexibility and flow of the questions. The original requirement for clients to provide exactly three responses to each prompt was removed, allowing practitioners greater freedom to adapt the session based on the client's engagement and the context of the discussion. Additionally, the order of questions in the external factors domain was adjusted based on practitioner feedback. The question about people, previously the third prompt, was moved to the first position, as practitioners noted that starting with people-related questions was more intuitive and accessible for clients. The question about physical factors was moved from first to third position, while the question about social influences was placed second. These changes aimed to create a more natural and client-friendly progression through the exercise. We also added a question that many practitioners had already been using, focused on other activities, commitments, and life events, to allow for a more holistic exploration of clients across their various life contexts. This question was first introduced during a PsychMapping community meeting in 2021 and later integrated into all official materials and training courses. These semi-annual online meetings brought together formally trained practitioners who joined a network to discuss applied use and research. In these sessions, the co-founders (Alexander and Eduard) often shared personal updates and

provided members with revised versions of the exercise. As such, many practitioners were surprised to see the question discussed as a “new” addition.

In the personal descriptors block, two new questions were added to address gaps identified during the review process. One of these focused on changes clients had noticed over time, a commonly discussed area in practitioner meetings that practitioners felt was missing in the original version. The second new question addressed behaviour and performance, reflecting practitioners’ desire to explore these aspects more explicitly. In the self-regulation block, the existing coping strategies question was revised to improve clarity and engagement. Previously, the prompt focused narrowly on ineffective coping strategies, which often confused clients. The revised question adopted a broader and more open-ended approach, encouraging clients to reflect on a wide range of coping strategies, including ineffective ones. Examples provided on the card further supported this reflection, ensuring the original intent of the question was preserved while improving client comprehension.

To enhance the exercise’s accessibility and usability for practitioners and clients from diverse cultural and linguistic backgrounds, all revised materials were translated into multiple languages. Luka translated the materials into Serbian, Philip into Malaysian, Vassilis into Greek, Ivan into Spanish, and Joel into Catalan ([Supplementary Table 2](#)). This translation process prioritised the conceptual integrity of the exercise, ensuring that its theoretical framework and practical applicability were preserved across all languages.

2.3.2. Stage 2: Exercise Implementation

Ethics approval was obtained from the University of Suffolk (RETH(S)22/048). Practitioners used their discretion to identify suitable clients—based on routine professional judgment—and provided them with information sheets and consent forms in their native languages, making clear that participation in the exercise was entirely optional. Participation in the study was voluntary, and all invited clients consented to participate.

During the sessions, practitioners implemented the revised PsychMapping exercise as part of

their usual practice. All had prior training and experience with the original tool, and no formal retraining was required for the updated version. Following each session, clients completed post-session surveys, and practitioners recorded reflections in self-reflection diaries. After completing five sessions, each practitioner participated in debriefing interviews with Alexander, the lead investigator. All practitioners completed their five sessions within four months. Clients consistently responded to the follow-up survey within 30 hours of their session, and practitioners finalized their diary entries within 72 hours. Final discussions between practitioners and the lead investigator were held within 10 days of completing the last session.

2.4. Data collection

Data collection utilized three sources: client surveys, practitioner self-reflection diaries, and interviews. The client surveys included five quantitative questions rated on a 0–10 scale, assessing session satisfaction, value, likelihood of recommendation, willingness to repeat, and perceived benefits. Open-ended questions invited clients to elaborate on difficulties, appreciated aspects, and performance-related benefits.

Practitioners documented their reflections in diaries, noting session details (e.g., location or length), challenges, and strategies for improvement. Practitioner interviews explored general impressions of the exercise, the impact of the revisions, and reflections on the sessions conducted. These interviews served to validate and expand upon the diary data.

2.5. Data Analysis

The data analysis combined quantitative and qualitative approaches to provide a comprehensive evaluation of the PsychMapping exercise. Quantitative data from the client satisfaction survey were analysed using descriptive statistics, including means, standard deviations, and modal scores, to summarize client responses. An Overall Average Score (OAS) was calculated across all five survey items to capture a composite measure of satisfaction. Additionally, the Net Promoter Score (NPS) was computed based on the “would recommend to a friend” question, categorizing respondents as promoters (scores of 9–10), passives (7–8), or

detractors (0–6), following established global benchmarks (Krol et al., 2015).

Qualitative data were analysed thematically to complement the quantitative findings and provide a nuanced understanding of client and practitioner experiences. Client survey responses to open-ended questions were coded and organized into recurring themes by the lead investigator, employing an inductive and interpretive approach. Following Sparkes and Smith (2013), this thematic analysis prioritized the richness and complexity of participant perceptions, offering a textured account of their experiences. Practitioner interviews were transcribed and analysed alongside their self-reflection diaries, focusing on three predefined questions: general thoughts on the PsychMapping exercise, views on changes introduced in the revised version, and reflections on the five sessions conducted. Informed by Smith and McGannon (2018), this approach emphasized triangulation and the integration of multiple perspectives, validating the diary data and enriching the study's overall findings. Together, these qualitative methods ensured the depth and robustness of the evaluation.

2.6. Quality

This study adopted a reflexive, transparent, and philosophically coherent approach to ensure the rigor of its qualitative research. Reflexivity was a key component, with the lead investigator maintaining a reflexive journal to document assumptions, biases, and decisions, complemented by debriefing sessions with practitioners to foster critical self-awareness. Triangulation of data sources—client surveys, practitioner self-reflection diaries, and interviews—strengthened credibility by offering a multifaceted understanding of the PsychMapping exercise. Constructive feedback from a critical friend—a colleague with expertise in qualitative analysis—further enhanced rigor by challenging preliminary interpretations and encouraging reflexivity, rather than aiming for consensus.

To address critiques of traditional quality markers, methods such as member checking and inter-rater reliability were consciously

avoided due to their reliance on problematic assumptions about objectivity and theory-free knowledge (Smith & McGannon, 2018). Instead, the study employed member reflections as a means of engaging participants in meaningful dialogue, generating additional insights and enriching the findings. Transparency was maintained through detailed documentation of all procedures, including the translation of materials and adjustments for cultural and linguistic contexts, ensuring transferability. The study adhered to a critical realist and epistemological pragmatist framework, aligning the methodology with its philosophical underpinnings. Finally, the findings were evaluated for their practical utility, ensuring they are both relevant and applicable to practitioners and clients in sport and exercise psychology.

3. Results

3.1. Client satisfaction questionnaire: Quantitative part

Overall, clients reported a high level of satisfaction with the session. Across four of the five items, a score of 10 was the most frequently chosen response (see Table 2). The item "The session was beneficial" had a slightly lower modal score of 9. Average scores across all items ranged from 8.80 to 9.16, with the lowest individual score being 6. The Overall Average Score (OAS) was calculated as 9.03 (SD = 0.92) on a ten-point scale, with five clients giving a perfect score of 10 across all items.

	N	M	SD	Max	Min	Mode (n)
My satisfaction with the session	25	9.12	1.03	10	7	10 (12)
It was worth the time and money	25	9.12	1.14	10	6	10 (13)
I would recommend a friend	25	9.16	1.08	10	6	10 (13)
I would repeat the session	25	8.80	1.33	10	6	10 (11)
The exercise was beneficial	25	8.96	1.00	10	6	9 (11)
Overall Average Score (OAS)	25	9.03	0.92	10	6.20	10.00 (5)

Table 2. Descriptive data from the quantitative part of the client satisfaction questionnaire

The Net Promoter Score (NPS) was calculated based on the "Would recommend to a friend" question (Krol et al., 2015). Nineteen participants (76%) responded with a 9 or 10, classifying them as *promoters*, five participants (20%) with a 7 or 8 as *passives*, and one participant (4%) with a 6 as a *detractor*. The resulting NPS score of 72 (% promoters - % detractors) is considered excellent based on 2024 global benchmarks (SurveyMonkey, n.d.). While these benchmarks are not specific to sport and exercise

psychology, they provide valuable context for interpreting these results, which underscore the generally positive reception of the PsychMapping exercise session.

3.2. Client satisfaction questionnaire: Qualitative part

3.2.1. *Challenges During the Session*

Eight participants explicitly stated that they did not encounter any difficulties during the session (Table 3). However, others reported challenges related to self-reflection and self-expression. For instance, Client 8 (OAS = 9.40) noted, “it is not easy to know yourself well.” Additional challenges included identifying problems (Client 14, OAS = 9.20), engaging in introspection (Client 10, OAS = 8.80), and dealing with the “repetition of concepts, lack of memory, and/or imagination” (Client 7, OAS = 9.20). Regarding self-expression, Client 2 (OAS = 10.00) highlighted the “difficulty to specify some answers, especially those that have to do with the most personal and introspective.” Similarly, Client 20 (OAS = 9.20) stated, “I kept thinking of the best word to express my thoughts,” while expressing gratitude to their sport psychologist for assistance.

3.2.2. *Positive Aspects of the Session*

When asked what they liked about the session, participants predominantly highlighted the acquisition of self-knowledge through self-reflection, which they felt supported their self-regulation. Regarding self-knowledge, Client 16 (OAS = 10.00) stated, “I have worked with the sport psychologist for the past 6 years, and this exercise helped to provide a more detailed understanding and representation of what was being discussed.” Emphasising the interactive nature of the exercise, Client 18 (OAS = 10.00) described it as an “interactive process that helps me to know my ‘self’ better and explore further on my strengths, weaknesses, and areas for improvement.” The visual component of the exercise was also appreciated, as Client 17 (OAS = 8.00) noted, “I saw my responses being transformed into graphical form, which helps me understand better my personal status.”

Self-knowledge about strengths and weaknesses was a recurring theme. For instance, Client 11 (OAS = 9.80) remarked, “I liked that the questions are personal as well, and you can see what you need to improve and, more

importantly, what your strengths and weaknesses are.” Additionally, participants highlighted how self-knowledge supported self-regulation. Client 4 (OAS = 9.20) reflected that the exercise “helped me to get to know myself better and to have a general picture that allows me to improve aspects of which the importance was not so clear.”

3.2.3. *Perceived Benefits*

When asked how they believed the exercise could be beneficial, participants emphasised increased self-awareness, both generally and in relation to their performance. Regarding general self-awareness, Client 7 (OAS = 9.20) reflected, “It has been beneficial to the extent that I have been able to get to know myself more.” In terms of performance-related self-awareness, Client 10 (OAS = 8.80) noted that the exercise “has helped me gain a better understanding of the factors, both positive and negative, that influence my performance as a basketball player.”

Building on this enhanced self-awareness, many clients recognised the exercise’s value in planning their development as individuals and athletes. For instance, Client 18 (OAS = 10.00) explained: “Performance-wise, it guided me on where I can improve and on enhancing my strong qualities that I already possessed. From a wellbeing perspective, I am able to know who and where my pillars of support are and seek their support to be better.”

3.2.4. *Linking Quantitative and Qualitative Data*

The integration of quantitative and qualitative findings revealed that small variations in clients’ Overall Average Scores (OAS), such as between nine and ten, were independent of mentions of challenges related to self-reflection. For instance, some clients who rated the exercise a perfect ten explicitly acknowledged difficulties with self-reflection (e.g., Client 2), while others with slightly lower scores did not report any such challenges (e.g., Client 23, OAS = 9.00). This suggests that the perceived value of the exercise may not be directly influenced by the presence or absence of these difficulties.

Additionally, one participant who scored the lowest OAS (Client 25, OAS = 6.20) did not provide any elaborate responses to the open-ended

survey questions. This lack of engagement with the qualitative components may hint at a broader disinterest in the study, potentially reflecting personal factors unrelated to the exercise itself.

3.3. Practitioner reflections

3.3.1. *The new version*

Practitioners generally preferred the new version of the exercise over the original (Table 3). Joel remarked, “I liked the questions more because, based on my experience with the athletes, they worked better. They elicited more responses, or at least in my cases, the athletes understood them more easily.” Vassilis also highlighted the improvements, stating, “When I compared the current version of PsychMapping to the previous one, I found it much more detailed, with many more options for the client to think about and use. I think this is really helpful for the client.”

Specific changes in the new version received considerable praise. The inclusion of the performance and behaviour question and the “changes over time” question were especially well-regarded. Luka described the performance and behaviour question as “amazing in most cases,” citing an example of a player who identified key movements that ensured their success. Luka also appreciated the “changes over time” question, describing it as “thought-provoking.” He explained, “In most cases, things change for the better, but sometimes there’s a realisation that things are not as good as they were before. It can be a tricky one, but as a practitioner, you learn a lot from that question.”

Improvements to the self-regulation section were similarly welcomed. Ivan observed that the revised question on coping strategies—now focused on exploring “different” strategies rather than “bad” ones—was much clearer for clients. Joel also appreciated the decision to remove the requirement for a minimum of three responses, noting that it made clients feel “less pressured to provide a minimum of three responses.”

3.3.2. *Cultural aspects and translation*

Some practitioners discussed the PsychMapping exercise in the context of cultural differences. Reflecting on its use in Malaysia, Philip noted,

“From an Asian perspective, we tend to be anxious and worried when we see that the map is empty. It’s not as filled up or crowded as we might hope. However, filling up the map doesn’t always mean the information is useful or meaningful. Sometimes, it feels like filling it out just for the sake of it.” In Greece, Vassilis commented on cultural shifts over time: “Maybe 50 years ago it would have been difficult, but with globalization, the tools that athletes use are now more or less common worldwide. Social media and external factors are generally the same, even though religion may differ between Greece and the UK. So, it wasn’t particularly challenging.”

All practitioners initially received the English version of the exercise and translated it into Spanish, Catalan, Serbian, Greek, and Malaysian (See, [Supplementary Table S2](#)). Most agreed that the process was relatively straightforward. Ivan, who translated the exercise to Spanish, observed, “In this case, I don’t think a cultural adaptation was necessary. If the linguistic translation is well done, without major errors, I don’t think the contexts are particularly different enough to require cultural adaptation.” However, some practitioners noted that specific words posed challenges in translation. Vassilis, who created the Greek version, explained, “The word ‘culture’ was initially difficult to translate and find the best-fitting word in Greek. But we have that word, *kultura*, so I didn’t change it.” Philip reflected on the limitations of the Malay language: “English has many ways to explain happiness—words like excited, jubilant. In Malay, the vocabulary is much more limited, so you need to be very precise.”

3.3.3. *Challenges and benefits*

Practitioners echoed the clients’ difficulties with self-reflection, acknowledging that this aspect of the exercise could be challenging. Luka explained, “Basically, it’s an awareness exercise, and you kind of need experience for that. Especially for young athletes transitioning to senior football, this can be difficult. All of this is new for them, so they may struggle to be aware of all the things that are affecting them.” However, practitioners also recognised that the exercise plays a crucial role in building self-

awareness. Philip observed, “I noticed that my athletes become much more aware of themselves, especially in terms of regulating their emotions and identifying the most relevant coping strategies.”

Another perceived benefit of the exercise was its positive impact on the practitioner-client relationship. Philip highlighted how the exercise centres on the client, stating, “This process is about ‘you.’ As a practitioner, we technically support the process, but it’s led entirely by the client. All the information in the map is about the client—not what Philip thinks, but what the client thinks. This makes the whole mind-mapping exercise incredibly useful.”

Practitioners also identified the exercise’s impact on subsequent sessions as a notable advantage. Joel explained, “I have the first topics to work with the client because there are many personal descriptors and self-regulation strategies identified as problematic. One client, for example, specifically told me he wanted to work on two of the self-regulation strategies he rated as very problematic. There are entries in the map that are related to these issues, giving me a clear starting point to work with.”

4. Discussion

The findings of this study showed that the PsychMapping exercise can serve as a dual-purpose tool—supporting both client self-regulation and practitioner-client collaboration. While the original version showed promise, the refined format, shaped by practitioner feedback, enhanced clarity, adaptability, and perceived effectiveness across multiple cultural contexts. The main findings indicated that both clients and practitioners experienced improved self-reflection, self-awareness, and practitioner-client collaboration. Clients appreciated the exercise’s interactive nature and its contribution to better self-regulation, while practitioners noted the improved flexibility and clarity of the updated exercise.

4.1. Self-Reflection, Self-Knowledge, and Self-Regulation

Both clients and practitioners acknowledged that the self-reflective component of the PsychMapping exercise, while challenging, offers a valuable opportunity to enhance self-knowledge, particularly with adequate

practitioner support. This finding aligns with the broader trend in sport and exercise psychology, where interventions aimed at fostering self-reflection have gained considerable attention (e.g., the performance profile intervention, Chow et al., 2021; the AHEAD intervention for personal development, Jørgensen et al., 2024; and the educational self-talk intervention, Mathas et al., 2024). The popularity of these approaches is not surprising given extensive evidence suggesting that increased self-knowledge plays a critical role in promoting self-regulation (e.g., Anderson et al., 2014; Dupee et al., 2016; Latinjak, 2025). Self-regulation theories, such as Zimmerman’s model (2002), emphasize that the capacity to monitor and adjust one’s thoughts, emotions, and behaviours is rooted in self-awareness. Yet, unlike more structured interventions like the performance profile or AHEAD, the PsychMapping exercise encourages clients to explore and organize psychological content more autonomously, making it a potentially more client-driven and flexible alternative. This quality may help explain its accessibility and appeal across different populations and cultural settings.

In the present study, clients reported that gaining a better understanding of their psychological states—particularly their weaknesses—motivated efforts to improve performance and regulate their behaviour more effectively. This resonates with findings from previous applications of the PsychMapping exercise, where the structured visualization of personal factors helped clients pinpoint areas for development and identify potential interventions (Latinjak & Mathas, 2024). However, it is important to consider that not all clients engaged equally in the self-reflective process, which suggests that individual differences in readiness for self-reflection may moderate the tool’s effectiveness. Future research might explore how factors such as age, experience level, or prior exposure to psychological interventions influence clients’ ability to benefit from self-reflective exercises.

4.2. Cultural and Contextual Considerations

Cultural praxis has been recognized as a fundamental component of sport and exercise psychology practice, emphasizing the integration of theory, research, and practice

within athletes' socio-cultural realities (Stambulova & Ryba, 2014). This approach underscores the importance of acknowledging cultural diversity and promoting culturally competent interventions that respect athletes' lived experiences. In this study, the inclusion of practitioners and clients from diverse cultural contexts allowed for an initial exploration of how the exercise was adapted and implemented across these settings.

While practitioners identified potential challenges stemming from cultural differences, these were effectively mitigated through their contextual expertise. Practitioners' familiarity with their cultural environments enabled smooth communication and understanding between themselves and their clients. This is consistent with previous research, which highlights that culturally sensitive practice relies on the practitioner's ability to align intervention strategies with local norms and expectations (Schinke & Hanrahan, 2009).

For example, in Malaysia, it was observed that clients often hesitated to express personal thoughts openly, a characteristic rooted in cultural norms rather than a specific limitation of the PsychMapping exercise. Philip, the Malaysian sport psychologist addressed this by implementing culturally sensitive prompts and fostering a supportive, non-judgmental atmosphere to encourage greater self-expression. Similar strategies were employed by practitioners in other cultural contexts, indicating that cultural competence plays a crucial role in overcoming potential barriers to effective psychological support services (Schinke et al., 2012). These findings highlight not only the exercise's flexibility but also the importance of equipping practitioners with cultural competence. The effectiveness of the exercise appears to rely not just on the procedures and materials itself, but on the practitioner's ability to sensitively adapt it to local norms—pointing to the exercise's value as a *facilitator* rather than a fixed protocol.

4.3. Implications for Sport and Performance Psychology Practice

The findings of this study provide practical resources for applied practitioners, including a suite of revised materials designed to enhance the implementation of the PsychMapping exercise. These materials include updated question cards, an empty summary map, and multilingual versions (English, Spanish, Catalan, Serbian, and Malay; [Supplementary Table S2](#)), all of which are available at www.psychmapping2.com. A detailed step-by-step guide to conducting the exercise is provided in [Supplementary Table 1](#), while a more extensive guide can be found in Latinjak (2024).

Practitioners in the study reported that the PsychMapping exercise serves as a valuable exploration tool to facilitate initial assessment and foster collaboration with clients. Practitioners' positive experiences may be partly explained by the way the exercise fosters shared language and mutual understanding early in the intervention process—qualities that enhance alliance building and contextual grounding of psychological work. This aligns with previous findings by Latinjak and Mathas (2024), who showed that the exercise can be equally effective when repeated at later stages as a monitoring tool to assess progress over time. This adaptability contributes to science-based professional standards in sport and performance psychology (Schinke et al., 2024), which emphasize the importance of ongoing, evidence-based client development.

A key strength of the exercise lies in its flexibility. Practitioners are encouraged to personalize the tool according to their own approaches and clients' needs (Latinjak et al., 2021). The exercise is designed to be client-centred, placing the client in an active role during self-reflection, while the practitioner assumes a supportive role to guide the process. This approach is supported by evidence from the present study, where practitioners noted that empowering clients to explore their psychological realities strengthened engagement and facilitated meaningful discussions about performance and well-being.

4.4. Study Limitations and Directions for Future Research

When interpreting the findings of this study, it is important to acknowledge that they are shaped by the particular contexts and perspectives of the participants involved. Although the sample included practitioners and clients from culturally and professionally diverse backgrounds, it does not reflect the full spectrum of experiences across all populations, such as youth athletes or individuals with limited access to psychological support. Expanding the participant pool in future research could provide additional perspectives and insights, offering a more nuanced understanding of how the exercise operates within various contexts. However, rather than seeking universal generalizability, such research would further illustrate the complex, situated nature of psychological experiences and interventions. This aligns with our view that interventions like the PsychMapping exercise are best understood not as universally prescriptive tools, but as adaptable frameworks that take shape within each practitioner-client dyad.

Additionally, the reliance on self-reported data from both clients and practitioners introduces potential biases, such as social desirability or subjective interpretation of experiences. Although the use of both quantitative and qualitative methods aimed to reduce these biases through triangulation, future studies could incorporate objective performance indicators or third-party observations to provide a more comprehensive evaluation.

The current study focused on immediate experiences and perceptions following the use of the PsychMapping exercise. However, the long-term impact of repeated sessions on clients' psychological development, self-regulation, and performance remains unclear. Future research could adopt a longitudinal design to assess how sustained use of the tool influences these outcomes over time. This could include tracking changes in self-awareness, coping strategies, and performance metrics across multiple applications.

Given the growing role of digital tools in psychological practice, future research could explore the feasibility and effectiveness of a fully digital version of the exercise. Interactive platforms may offer advantages in terms of accessibility, data visualization, and progress tracking, potentially enhancing both client engagement and practitioner efficiency. A

simple interactive version of the exercise in PowerPoint format is already available at www.psychmapping2.com, providing practitioners with a flexible, adaptable tool to use in their sessions. Future developments could build on this foundation to create more advanced, dynamic digital solutions tailored to diverse client needs.

5. Conclusions

The findings of this study suggested that the revised PsychMapping exercise can provide meaningful opportunities for clients to enhance self-reflection, self-awareness, and self-regulation. From the perspectives shared by clients and practitioners, the exercise proved effective in facilitating introspection and fostering a better understanding of personal and performance-related factors. Clients highlighted how the process enabled them to explore their psychological realities in a structured but adaptable manner, which motivated further development efforts.

Practitioners found that the flexibility introduced in the revised version, including the removal of rigid response requirements and improved question sequencing, allowed for greater alignment with clients' needs and engagement levels. The co-constructed nature of the exercise—where both client and practitioner collaboratively shape the session—was particularly valued for deepening the practitioner-client relationship and enhancing the relevance of the insights gained.

Cultural adaptability also emerged as a strength of the exercise. While the need for substantial modifications was minimal, practitioners emphasized the importance of contextual sensitivity, particularly in fostering an atmosphere that encourages self-expression in culturally diverse settings. Overall, these insights reflect how the exercise can serve as a valuable, context-dependent tool for promoting meaningful exploration and development in sport and performance psychology. Rather than prescribing a universal solution, the exercise offers a flexible framework that can be tailored to the lived realities of both clients and practitioners, supporting their co-created journey towards enhanced self-awareness and well-being.

6. Data Availability Statement

The data that support the findings of this study are available from the corresponding author, ATL, upon reasonable request.

7. Declaration of generative AI and AI-assisted technologies in the writing process

During the preparation of this work the author used ChatGPT 4.0 in order to improve the readability and language of the manuscript. After using this tool/service, the authors reviewed and edited the content as needed and take full responsibility for the content of the published article.

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Table 1 Summary of modifications to the PsychMapping exercise and their rationales

Original version (Latinjak et al., 2021)		Revised version		Rationale for changes
Card #	Content	Card #	New content	
Opening section				
	<i>This card is new in the revised version and did not exist in the original version</i>	1	What are we going to do? • We introduce the exercise and materials • We decide of the topic of the exercise • We explore external factors, personal descriptors and self-regulation • While answering, we will create a map with your answers • Once you've responded, we rate each entry on the map in a colour code • We summarise the map before you take it home with you	We introduced the procedure card to help practitioners provide clients with a clear overview of what the session would involve. Practitioners reported that clients felt more comfortable and prepared when they understood the steps ahead, leading to smoother and more effective sessions.
	<i>This card is new in the revised version and did not exist in the original version</i>	2	The exercise aims and guidelines • Aim – The goal of the exercise is to visually represent important aspects related to a topic that can be as broad as 'performance' and as narrow as 'sports anxiety'. • Asking questions – Practitioners demand a certain number of answers, for example, three, to either stimulate further thought or encourage selection of more relevant answers. • Making entries on the map – To make an entry on the map, participants' longer answers must be converted into a short sentence or words that represent the long answer. • Rating concepts on the map – Participants rate the extent to which an entry contributes positively or negatively to the topic being analysed.	We added the exercise aims and guidelines card to improve transparency with clients, helping them understand the purpose and structure of the exercise. Additionally, the section specifying the number of expected answers was moved to this card. Practitioners appreciated the flexibility this provided, as they could now anticipate the number of responses without making it a rigid requirement for each question card.
	<i>This card is new in the revised version and did not exist in the original version</i>	3	Some theoretical key points • Psychological reality – The subjective experience of aspects that define and influence us and our performance, our commitment and our enjoyment.	The theoretical key points card was introduced to help practitioners understand and explain the exercise more effectively. It clarifies what the three columns represent and how the

- External variables – Where we are, what we have, who we are with and what we do. Physical, organisational, social and task-related aspects around us.
- Personal descriptors – Biological, physiological and above all psychological aspects that describe us in general and in a specific context and in certain moments.
- Self-regulation – Our learned skills and strategies with which we control our personal descriptors and adapt them to internal and external demands.

exercise aids clients in exploring their psychological reality. Practitioners can also use this card with returning clients to deepen their comprehension of the factors influencing them.

This card is new in the revised version and did not exist in the original version

4

Examples of external variables, personal descriptors and self-regulation

- External factors: Work; Living conditions; Training routines; Parents and siblings; Work facilities; Friends and community; Life circumstances; Income; Physical activity options; Local culture and politics; Food and drinks; Partners and friends
- Personal descriptors: Personality; Injuries and health; Biometrics; Thoughts and ideas; Gender; Effort and fatigue; Motivation/goals; Attitudes and beliefs; Fitness; Genetics; Strength and speed; Spontaneous self-talk
- Self-regulation: Rationalisation skills; Leadership skills; Persuasion skills; Controlled imagery; Communication skills; Teaching skills; Empathy skills; Motivation skills; Concentration; Self-regulated learning; Goal-directed self-talk; Self-skills

We created the examples card to support practitioners in introducing the exercise's summary map. Practitioners often provide examples of external factors, personal descriptors, and self-regulation strategies to help clients understand the task. Now, these examples are readily available to clients, enabling them to better grasp what is expected of them during the exercise.

1

- 1) Why have you opted for sport psychology services?
- 2) What topics would you like to address in the following sessions?
- 3) What do you expect from this sport psychology service?

5

Getting ready to start

- 1) Enter the date and names on the map
- 2) What topics would you like to explore today?
- 3) What do you expect from this PsychMapping session?

The final card of the opening section was streamlined based on practitioner feedback. Basic information, such as the date, is now explicitly requested, as it was often overlooked. The choice of a topic remains central, but instead of asking about general aims with the sport and exercise service, clients are now prompted to reflect on their

				expectations for the session. This helps practitioners identify and address any unrealistic or false expectations early on.
Central section – Questions about external factors				
4	Mention up to 3 things about people related to your sport/ exercise context that you belief to be the most relevant in your case. Examples: <i>Family, partners, friends, teammates, training partners, coaches, mentors, managers, agents, idols,</i>	6	Identify key people and aspects of their behaviour that you think are most relevant to exploring today's topic. Examples: <i>You could mention family, partners, children, friends, teammates, training partners, coaches, mentors, managers, agents, idols, ... even people you have lost or no longer see.</i>	The question about others was moved to the start of the main section for better flow. Its wording was adjusted based on practitioner feedback, with examples updated to include references to children and lost loved ones.
3	Mention up to 3 things about the organization/s that make up your sport/ exercise context that you belief to be the most relevant in your case. Examples: <i>Club, federation, professional associations, government, Olympic committee, academy, sport culture, religion, media, country...</i>	7	Identify key societal and organisation influences that you think are most relevant to exploring today's topic. Examples: <i>You could mention culture, politics, societies, clubs, federations, professional associations, governments, Olympic committees, academies, schools, institutes and universities, finances, health services, sport culture, religion, media, personal contracts, sponsorships, grants,...</i>	Practitioners preferred addressing both organizational and societal influences rather than just organizations. Additional examples (e.g., health services or personal contracts) that have inspired clients in the past were included.
2	Mention up to 3 things about the physical and environmental conditions in your sport/ exercise context that you belief to be the most relevant in your case. Examples: <i>Weather, facilities, distance, transport, location, kit, technology, food, clothing, noise, entertainment options, heat and cold, illumination, smells, green areas and nature....</i>	8	Identify key physical and environmental conditions and objects that you think are most relevant to exploring today's topic. Examples: <i>You could mention weather, facilities, distance, transport, location, technology, screens, food, nutritional supplements, substances, clothing, noise, entertainment options, heat and cold, illumination, urbanism and nature....</i>	The question now includes objects, as they have proven relevant to some clients. Examples were also revised (e.g., <i>nutritional supplements</i> was added) and reworded (e.g., <i>urbanism</i> for <i>green areas</i>) based on past experiences.
5	Mention up to 3 things about your sport/ exercise, in general, in training or in competitions, which you think are the most relevant in your case. Prompts: <i>My sport is special because...; Training is typically...; Some exercises...; In my sport, competitions are...</i>	9	Identify key aspects of your training and competitions and important events in them that you think are most relevant to exploring today's topic. Prompts: <i>My sport is special because...; Training is typically...; Some exercises are...; Competitions are...; Something important that happened is...</i>	The question now explicitly mentions training and competition, making the exercise more specific to sports. Practitioners found this helps athletes and coaches understand better. Some prompts were adjusted based on past experiences.

<i>This card is new in the revised version and did not exist in the original version</i>		10	Identify other activities, commitments or life events that you think are most relevant to exploring today's topic. Examples: <i>You could mention participating in social media, watching online sports content, school or university, family activities, work commitments, travel, religious or cultural activities, gaming, meeting friends, weddings, funerals, other people's illnesses, moving house ...</i>	This question, introduced during a practitioners meeting years ago, was so well received that it became a core part of the exercise. Practitioners emphasized that exploring various life contexts has been crucial in understanding their clients holistically, improving both the relevance and depth of the intervention.
6	Are there any other aspects of your sport/ exercise context that you believe to be relevant in your case? Mention any other external factors that you think we need know to understand your case.	11	Look at the summary map and think about any other external factors that you think are relevant to exploring today's topic. Mention any other external factors that you think we need know to understand your case.	The "mop up" question was reworded based on what worked best for practitioners, ensuring clients take a final, thorough look before moving on.
Central section – Questions about personal descriptors				
7	Mention up to 3 things that describe you physically that you believe to be the most relevant in your case. Examples: <i>Health, injuries, recovery, pain, fatigue, appearance, height, weight, fitness, strength, speed, agility, flexibility...</i>	12	Identify key aspects that describe you physically (your body) and that you think are most relevant to exploring today's topic. Examples: <i>You could mention health, injuries, recovery, pain, fatigue, appearance, height, weight, fitness, strength, speed, agility, flexibility, age, gender...</i>	The phrase "(your body)" was added to help clients better understand physical factors, based on practitioner feedback.
8	Mention up to 3 things about yourself that you believe to be the most relevant in your case. Prompts: <i>I am very/ often/ never/...; I would describe myself as...; Those who know me well say that I am...; I typically do/ think/ value/ want...</i>	13	Identify key aspects about yourself (who you are) that you think are most relevant to exploring today's topic. Examples: <i>You could mention personality, self-esteem, beliefs, preferences, religious beliefs, habits, skills, experiences, motivations, goals, attitudes, plans, values, social roles, affiliations to groups or societies, memories, gender and sexuality...</i>	The phrase "(who you are)" was added to convey the essence of the question about clients' self-identity, aligning with how practitioners typically explain the question. Additionally, prompts were replaced with examples to help clients provide a broader range of answers.
9	Mention up to 3 things in yourself that are typical in better or worse moments related to your sport/exercise and that you believe to be the most relevant in your case. Prompts: <i>When I perform good/ bad, I am usually...; I usually feel better/ worse when I ...; If I am/ think/ do..., then I usually do better/worse.</i>	14	Identify ways in which you react prior to, during or after better or worse moments that you think are most relevant to exploring today's topic. Examples: <i>You could mention thoughts, emotions, feelings, confidence, physical sensations, attitudes, interpretations, self-talk, social experiences, decisions, behavioural intentions...</i>	The question was rephrased to match the intuitive way practitioners typically formulate it. Once again, prompts were replaced with examples to encourage clients to think more broadly about their states.

	<i>This card is new in the revised version and did not exist in the original version</i>	15	Identify important changes you have noticed in yourself that you think are relevant to exploring today's topic. Prompts: <i>In the past months I have been...; Over the past years I have become...; Lately I am...; I have changed insofar as I am now...</i>	This question was added based on practitioner experience, as it helps clients become aware of different aspects of themselves and their personal development. Some practitioners use it alongside other questions, while others prefer it as a substitute for the question on card 16.
10	Mention up to 3 aspects that differentiate you from others in your sport/ exercise context that you believe to be the most relevant in your case. Prompts: <i>Compared to my teammates (other people), I am more/less...; One thing that makes me special is...; I am more/less ... compared to most others.</i> <i>This card is new in the revised version and did not exist in the original version</i>	16	Identify aspects that differentiate you from others and that you think are most relevant to exploring today's topic. Prompts: <i>Compared to other people, I am more/less...; One thing that makes me special is...; My case is different because I ...</i>	Aside from minor wording refinements, this question remained unchanged, reflecting its continued value for practitioners.
		17	Identify which aspects of your performance and behaviour are most relevant to exploring today's topic? Examples: <i>You could mention successes and failures, social interactions, verbal and non-verbal expressions, conflicts, leadership, emotion expression, specific actions like jumping, running, passing a ball, appearance, being present/absent...</i>	Practitioners had long requested a question focused on behaviour and performance. A wide array of examples was added to help clients reflect more broadly on their responses.
11	Are there any other aspects about yourself that you believe to be relevant in your case? Mention other aspects that characterise you or that describes you in important or frequent moments of your sport/ exercise and that you think we need to know to understand your case.	18	Look at the summary map and think about any other aspects about yourself that you think are relevant to exploring today's topic. Mention any other personal descriptors that you think we need know to understand your case.	The "mop up" question was adjusted to reflect the phrasing that practitioners found most effective in their practice.
Central section – Questions about self-regulation				
12	Mention up to 3 mental skills that you believe are your psychological strengths and that you believe to be the most relevant in your case. Prompts: <i>I am very good at ...; I can most of the time ...; I successfully try to ...; I almost always manage to avoid ...</i>	19	Identify strong mental skills that you think are most relevant to exploring today's topic. Prompts: <i>I am good at ...; Most of the time I can ...; I manage to ...; I can avoid ...</i> Examples: <i>You could mention your ability to control aspects in your daily life, your emotions, your goals</i>	The question was reworded to be more direct. Alongside the prompts, examples were added to help clients reflect on mental skills, which they have reportedly found to be the

			<i>and motivation, your thoughts, beliefs and attitudes, your self-image, your behaviour, your social interactions...</i>	most challenging part of the exercise.
13	Mention up to 3 mental skills that you feel you need to improve and that you believe to be the most relevant in your case. Prompts: <i>I feel it's very hard to ...; I often fail to...; I believe to be very bad at ...; I hardly ever manage to avoid ...</i>	20	Identify mental skills you need to improve that you think are most relevant to exploring today's topic. Prompts: <i>I feel it's hard to...; Most of the time, I find it difficult to...; I don't try to...; A weakness I feel I have is...;</i> Examples: <i>You could mention difficulties to control aspects in your daily life, your emotions, your goals and motivation, your thoughts, beliefs and attitudes, your self-image, your behaviour, your social interactions...</i>	Changes to this question are similar to the previous one, with a focus on helping clients reflect on mental skills that require improvement.
14	Mention up to 3 strategies that you use in challenging situations that you know are wrong and that you later regret and that you believe to be the most relevant in your case. Prompts: <i>Although I would rather not do it, sometimes I have deliberately ...; Unfortunately, sometimes I do... on purpose to cope with [something]; I feel bad about solving [a problem] by doing / thinking / saying ...; I think I should stop using ... to improve or be successful.</i>	21	Identify the coping strategies you use in difficult situations related to today's topic. <i>Examples:</i> You might mention changing aspects about yourself, changing the way you interpret events, accepting difficulties, avoiding difficulties, distracting yourself, compensating with pleasurable activities, listening to music, talking to others, making excuses, blaming others, playing the victim...	The question was revised to address coping strategies in general, rather than solely maladaptive ones. Practitioners felt this made the question more accessible to clients. However, examples still emphasize maladaptive strategies to help clients recognize that not all strategies are beneficial.
Closing section				
15	1) Are there any key concepts that we have not discussed, or which are not noted down and that you believe to be relevant in your case? 2) Please rate each of the key concepts with regards to your case. 3) Is there any last aspects about the summary you would like to discuss before you finish the session?	22	1) Revise the map. Are there any key concepts that we have not discussed, or which are not noted down and that you think are most relevant to exploring today's topic. 2) Now please rate each of the entries on the summary map with regards to today's topic. 3) Some follow-up activities • Underline especially relevant entries on the map. • Identify relationships between entries in different columns. • Identify aspects that you would like to see changed and consider how you can change them. • Look at the map routinely for a few weeks and make changes based on your daily experiences.	The main change in the closing section was the addition of follow-up activities that practitioners have successfully used with clients. These activities are often assigned in the following session or as homework, particularly for clients who have previously completed the exercise. The first two activities focus on making connections between entries, the third serves as a small goal-setting exercise, and the final activity prompts clients to continue building the summary map based on their everyday experiences.

Table 3. Summary of themes from qualitative analysis of client responses and practitioner reflections with illustrative quotes

Theme	n	Example quote
Client responses		
<i>Challenges during the session</i>		
No difficulties	8	"No difficulties, the whole season was very clear and enjoyable" Client 15, OAS = 9,60
Related to self-reflection	10	"Couldn't think of more examples that might be helpful for my session. Appreciate my sport psychologist for being patient and helpful through the process" Client 17, OAS = 8,00
Related to self-expression	4	"It is difficult to specify some answers, especially those that have to do with the most personal and introspective" Client 2, OAS = 10,00
<i>Positive Aspects of the Session</i>		
Self-knowledge about strengths and weaknesses	12	"An interactive process that helps me to know my "self" better and explore further on my strength, weaknesses and rooms of improvement." Client 18, OAS = 10,00
Self-knowledge through self-reflection	5	"That I have been able to reflect on which things or topics bring me benefits and on what it is that worries me." Client 9, OAS = 7,80
The visual component of the exercise	5	"Thanks to the map, you can clearly see what should/could be improved in the future" Client 4, OAS = 9,20
Self-knowledge supported self-regulation	4	" <i>Learning what to do better</i> to become a better player and person" Client 14, OAS = 9,40
The interactive nature of the exercise	3	"I discussed my problems and my thoughts with a person who can understand me" Client 21, OAS = 8,60
<i>Perceived Benefits</i>		
Increased self-awareness	10	"It has helped me in my performance because now I am more aware of the things that worry me and the things that occupy my thoughts without benefiting me" Client 9, OAS = 7,80
Value in planning their development	7	"It is helpful for me. I use the mind mapping to discuss with my coaches on how to improve and seek the support of my psychologist to help in my psychological wellbeing" Client 17, OAS = 8,00
Practitioner reflections		
<i>The new version</i>		
Preferred the new version	2	"Firstly, I compared the current version of Psych Mapping to the previous, the first one I had. And it looks much more detailed with a lot more options for the client to think and use. So, I think this is helpful for the client." – Vassilis
Specific changes received praise	4	"thinking about why such psychological skills or self regulatory skills are useful and beneficial is very helpful as compared to just thinking about what went wrong, what went badly." – Philip
Removal of the three-response requirement	1	"Yes, I think it has — I mean, its advantage is that people feel less pressure to give a minimum of three responses." – Joel
<i>Cultural aspects and translation</i>		
Translation and adaptation	5	"No, I don't think PsychMapping changes depending on the language, but rather the ease people have to express themselves in their own language." – Joel
Cultural differences	2	"Because I don't know, maybe from an Asian perspective as well, we tend to be very anxious and worried when you see that the map is empty? [...] But at times filling up the maps may not mean that the information there is very, very useful or meaningful." – Philip

Challenges and benefits

Client difficulties	5	“Maybe the third part, self-regulation, is the one where the client doubted more and needed more time to find answers, which is normal.” – Ivan
Gaining self-awareness	3	“They said that it helped [their self-awareness]. And maybe from a practitioner perspective, maybe you can allow yourself a bit more... Maybe purposefully increase their awareness a bit by asking probing questions.” – Luka
Impact on the practitioner-client relationship	2	“I noticed that it is actually [good for the relationship], because [...] PsychMapping actually provides them with [a] graphical visible understanding of what we discussed and how can we move on for that” – Philip
Impact on subsequent sessions	4	“I have the first topics to work with the client, because there are many personal descriptors and self-regulation strategies related and described as rather or very problematic” – Joel

Table S1. Detailed Instructions to Complete a PsychMapping Exercise Session.

Important steps	Suggestions and examples
Setting up the session	
Get training and download materials	In addition to this short guide, you can explore the theoretical foundations and practical application of the PsychMapping exercise by reading <i>PsychMapping in Sport, Exercise, and Performance</i> (Latinjak, 2024) or by engaging with free training materials available at www.psychmapping2.com . On the same site, you'll also find links to download all necessary materials—including question cards, the summary map, and other useful guides—in multiple languages to support the implementation of PsychMapping sessions.
Adapting the materials	Enhance your session preparation by customizing the question cards before your client arrives. Consider visual modifications such as adding colour, adjusting font size, or incorporating your organization's logo. Adapt the questions to fit your session by modifying their format. The intentionally broad wording allows for easy adjustment across different contexts and demographics, whether in tennis, rugby, or working with athletes and coaches. To streamline the exercise, specify a question relevant to the context or individual, reducing the need for on-the-spot verbal adjustments. You can also add or omit questions based on relevance. For instance, some practitioners may replace a personal descriptor question with the new “changes one has noticed in themselves” question. When working with younger clients, selecting fewer cards can help shorten the exercise. Both new and original cards can be combined—for example, using the original wording of the “coping strategies” question instead of the updated version. For optimal results in in-person sessions, print the question cards on sturdy A5 paper (e.g., 200g) and, if using a paper map, print the summary map on A3 paper.
Setting up the space in face-to-face and online sessions	For in-person sessions, sit beside your client with the blank summary map placed centrally for clear visibility and easy access. During the initial PsychMapping exercise, where clients may need more guidance, you may do most of the writing. If you're right-handed, sit to the client's left; if left-handed, sit to their right. Arrange the question cards in front of the client to encourage active participation. If using a paper map, ensure you have red, orange, light green, and dark green crayons (or equivalents) ready before starting the exercise. If you choose to work online, consider downloading the PowerPoint version of the PsychMapping exercise from www.psychmapping2.com. Avoid using presentation mode, as it prevents making entries on the map. For a cleaner visual, you can hide ribbons and command bars if desired. While hyperlinks function well for quickly navigating between question cards and the summary map, they may not work on Apple operating systems. Another option is to upload and share the file with your client, allowing both of you to work on the map collaboratively—though some hyperlinks might not function in online mode. This shared approach is particularly useful for clients familiar with the exercise, enabling them to take a more active role in entering responses on the map.
Welcoming the client	Greet your client and take a moment to identify any urgent concerns that may need immediate attention, potentially taking priority over the PsychMapping exercise. Additionally, assess whether the client is experiencing mental fatigue, which could hinder their ability to engage effectively. Since the initial PsychMapping sessions can be cognitively demanding, consider postponing or splitting the exercise into two sessions if the client appears fatigued. Before starting, provide a brief introduction explaining the purpose and objectives of the exercise. Ask if they are comfortable proceeding. For example, you might describe PsychMapping as a 45- to 60-minute self-exploration process that examines both external and internal factors influencing their sports practice. If the client agrees, you can begin the exercise.

The opening section

Introducing the exercise Begin the PsychMapping exercise by introducing its procedures (Card 1) and objectives (Card 2). Decide whether to share some theoretical insights (Card 3) and, while presenting the summary map, whether to show examples of external factors, personal descriptors, and self-regulation (Card 4). Card 3 is typically more relevant for clients who are familiar with the exercise, while Card 4 may be more useful for those new to it.

When proceeding to Card 5, ensure the header of the summary map is completed. Pay special attention to selecting a topic, as it will guide the focus of all subsequent questions. For instance, if the topic is performance, the central section of the map will explore performance-related aspects. If the topic is sport anxiety, the questions will focus on different dimensions of anxiety in sport. Broad topics like performance and well-being are well-suited for intake sessions or initial explorations, especially when a client struggles to define a focus. In such cases, a general exploration of their performance and well-being can be a helpful starting point. The PsychMapping exercise also supports more specific topics, such as stress, conflicts with teammates, recent games, or an upcoming tournament. These narrower themes are particularly useful when the client presents specific concerns or when prior sessions have identified key issues. For example, a client may choose “anger after mistakes” as a focus after a recent emotional outburst.

Lastly, especially for clients new to PsychMapping, take a moment to discuss their expectations. Misconceptions—such as expecting the exercise to provide immediate solutions—can lead to frustration. While PsychMapping helps clients gain self-knowledge, it often raises more valuable and thought-provoking questions than it provides instant answers. Clarifying this can help set realistic expectations and foster a more constructive experience.

The central section

Formulating a question The wording of the cards may sometimes feel slightly awkward, as they are designed to be adaptable across different contexts and individuals. A key responsibility during a PsychMapping exercise is to adjust the wording of each question to fit the client’s specific situation—unless modifications have already been made before the session by editing the wording on the cards before printing them or displaying them on a screen. For example, Card 6 states: *“Identify key people and aspects of their behaviour that you think are most relevant to exploring today’s topic.”* This can be tailored for a tennis player as: *“Who are the key individuals in and around tennis, and what do they do, that significantly influence your tennis performance?”* It is essential that each question or reflection prompt ends with a reference to the chosen session topic, ensuring relevance—such as “tennis performance” in this case.

While client responses may sometimes invite follow-up questions, it is generally best to stay focused on completing the exercise within a reasonable timeframe without disregarding the client’s concerns. For example, if a client mentions a conflict with their coach, it is advisable to acknowledge its importance while suggesting a deeper exploration after finishing the exercise. This approach prevents distractions from overriding the process, allowing other significant aspects to emerge naturally throughout the session.

The question cards The sequence of questions in the PsychMapping exercise is flexible, though they are typically grouped by category—external factors, personal descriptors, and self-regulation. In most cases, the exercise begins with external factors, followed by personal descriptors, and concludes with self-regulation.

Each question card consists of three key elements. First, the question or reflection prompt, which can be adjusted based on the practitioner's approach and the client's needs. Second, visual elements, such as images, support clients who benefit from visual input by providing examples and facilitating self-reflection. Third, each card includes either illustrative examples or prompts to guide the client's responses.

The inclusion of multiple examples allows clients to choose those most relevant to them, reducing bias in their responses. Prompts serve as helpful starting points for self-exploration. Throughout the PsychMapping session, clients can refer to both visual and verbal examples. If they struggle to respond at first, practitioners can provide guidance by directing them to the examples on the card or verbally elaborating on them for further clarity.

Making entries on the summary map In the central phase of the PsychMapping exercise, a key role of the practitioner is translating the client's responses into concise entries on the summary map, especially during their first session. As clients become more familiar with the process, they can gradually take on this task themselves.

Entries are typically short—either a single word like *"parent"* or *"emotion,"* or a brief phrase such as *"relationship with coach."* This process mirrors paraphrasing; for instance, after a long response, you might summarize to the client that *"self-esteem"* and *"extraversion"* are key descriptors that fit well on the map.

Clients often assign a valence to their responses, such as referring to *"negative thoughts."* You can choose to include the valenced concept or simply write *"thoughts."* The distinction becomes relevant in the final stage of the exercise when clients evaluate the helpfulness or problematic nature of their *"negative thoughts"* versus *"thoughts"* more generally. Both approaches are valid, and practitioners can use whichever they find most effective.

Sometimes, a response may relate to multiple sections of the map. In such cases, place the entry in the most appropriate column. For example, you might clarify to the client that while *"parents"* belong in the external influences section, *"feeling pressure"* fits better as a personal descriptor.

Paraphrasing also introduces clients to more precise terminology. You might suggest that their description aligns with *"somatic anxiety,"* helping refine their self-knowledge. At the same time, be open to adopting the client's language—such as when a client described successfully recovering from a poor performance as *"rebooting,"* which then became a useful term in later sessions.

Most importantly, always confirm entries with the client before adding them to the summary map. The map should ultimately reflect their perspective and make sense to them.

Giving feedback and guidance to the client Clients may sometimes struggle to answer certain questions. If the difficulty stems from a lack of understanding, try rephrasing the question. If they still find it challenging, encourage them to look at the images and examples on the question card for guidance. However, be cautious when offering examples yourself, as they may unintentionally introduce bias. Remember that the PsychMapping exercise serves as a tool for assessing the client's self-knowledge—an inability to answer a question can be just as insightful as their response.

In some cases, you may choose to challenge a client's response or omission, particularly when the goal is to enhance self-awareness. For example, you could ask why they didn't mention their anger during games, despite previous discussions on the topic. However, if the primary objective is exploration, it is often more effective to observe and allow the client to work through the exercise uninterrupted, saving any follow-up questions for after its completion.

The summary section

Rating the entries on the map The final stage of the exercise involves reviewing the summary map and rating the entries (Card 22). However, since the process up to this point may have been lengthy, it's advisable to give clients a brief pause—offering them a chance to rest, drink some water, or even stretch their legs before continuing.

To conclude the exercise, ask the client to review the map and make any necessary adjustments. Once they are satisfied with the entries, they can begin the rating process. This typically involves colour-coding the entries based on how problematic or helpful they are in relation to the chosen topic.

Clients sometimes make the mistake of evaluating entries based on their general theoretical value rather than their personal experience. For instance, a client might rate *"motivation"* as very helpful simply because motivation is generally beneficial, even though their current level of motivation is actually unhelpful. If you suspect this type of error, encourage the client to reassess their rating based on their specific situation.

Card 22 includes follow-up tasks. One task, usually completed within the session, is to underline or otherwise highlight the entries that the client feels stand out. Beyond enhancing the visual clarity of dense maps, this step helps identify the key issues the client may be most motivated to work on in the future.

Other follow-up tasks are typically left for a separate session or assigned as homework, as both the client and practitioner may feel mentally fatigued after completing the exercise. These tasks involve identifying relationships between different map entries to better understand how various experiences are interconnected. For example, a client might recognize that their lack of emotional control leads to feelings of anger, which then result in emotional outbursts that negatively impact their relationship with their coach.

To support future planning, clients can also reflect on aspects they would like to change and consider strategies for achieving those improvements. For instance, a client who identifies envy toward teammates as an issue may decide—with the practitioner's guidance—that shifting their goal orientation from ego-driven to task-focused could be a productive approach.

Lastly, it's important for clients to recognize that both they and their map will evolve over time. They can continue refining their map and comparing it to their everyday experiences. For example, a client might return after a week and realize they had overlooked the significance of a supportive friend or that their coach deserves a more positive rating, as they have been more helpful than initially perceived.

Client questions and summaries As the exercise comes to an end, encourage the client to ask questions, helping them clarify any lingering uncertainties. For example, you might check if they recall the exercise's objectives or understand the significance of certain entries on the map. By fostering curiosity and reflection, you support their deeper engagement with the process.

While a brief review of the map can be helpful, more in-depth summaries and analyses are best left for a later time. Clients—especially those completing the exercise for the first time—often experience mental fatigue afterward. Depending on both your and the client's familiarity with the exercise, drawing meaningful conclusions from the summary map may be difficult immediately after completion.

However, experienced clients tend to complete the exercise more efficiently, experience less fatigue, and benefit more from post-exercise discussions. In such cases, you might even invite them to summarize their own map. Regardless of their experience level, it's valuable to reinforce the importance of the summary map. Remind the client that the map captures their reflections on a specific topic at a given moment. As their perspectives and thought processes evolve over time, so too will the map, serving as a dynamic representation of their psychological self-perception.

Terminating the exercise End the session by reflecting on key insights that emerged during the exercise and expressing your intention to explore them further in future sessions. For example, you might remind the client that their academic struggles appeared as a highly problematic area on the summary map and will be worth discussing in more depth. Ask if there was anything from the exercise that they would like to revisit or explore further in upcoming sessions.

Emphasize that the PsychMapping exercise can be repeated to enhance self-awareness or track changes over time. Suggest a periodic review—such as every six months—to gain deeper insights and assess progress throughout your work together.

Finally, ensure the client receives their summary map but not before taking a photo for your records.

Table S2. The content of the PsychMapping exercise cards translated into Spanish, Catalan, Greek, Serbian, and Malay

Card #	English	Spanish	Catalan	Greek	Serbian	Malay
Opening section						
1	What are we going to do? • We introduce the exercise and materials • We decide of the topic of the exercise • We explore external factors, personal descriptors and self-regulation • While answering, we will create a map with your answers • Once you've responded, we rate each entry on the map in a colour code • We summarise the map before you take it home with you	¿Qué vamos a hacer? • Presentamos el ejercicio y los materiales. • Decidimos el tema del ejercicio. • Examinamos factores externos, descriptors personales y autorregulación. • Mientras contestas, creamos un mapa con tus respuestas. • Después de responder, valoramos cada entrada en el mapa. • Resumimos el mapa antes de que te lo lleves a casa.	Què farem? • Introduïrem l'exercici i els materials. • Decidirem el tema de l'exercici. • Explorarem factors externs, descriptors personals i autoregulació. • Mentre responem, crearem un mapa amb les teves respostes. • Un cop hagis respost, valorarem cada entrada del mapa amb un codi de colors. • Resumirem el mapa abans que te l'enduguis a casa.	Τι θα κάνουμε; ☐ Εισάγουμε την άσκηση και τα υλικά. ☐ Αποφασίζουμε το θέμα της άσκησης. ☐ Εξερευνούμε εξωτερικούς παράγοντες, προσωπικά χαρακτηριστικά και αυτορρύθμιση. ☐ Καθώς απαντάτε, δημιουργούμε έναν χάρτη με τις απαντήσεις σας. ☐ Μόλις ολοκληρώσετε τις απαντήσεις, αξιολογούμε κάθε καταχώρηση στον χάρτη με έναν χρωματικό κώδικα. ☐ Συνοψίζουμε τον χάρτη πριν τον πάρετε μαζί σας.	Šta ćemo da radimo? • Dogovorićemo o kojoj temi ćemo da pričamo • Istražićemo različite spoljašnje i unutrašnje uticaje • Dok ti odgovaraš ja zapisujem tvoje odgovore na "mapi" • Kada završimo sa odgovorima, svaki ćemo da ocenimo • Ja ću da sredim mapu i pošaljem ti je	Apa yang kita lakukan? • Kami akan memperkenalkan latihan dan bahan • Kami akan memilih topik latihan • Kami meneroka faktor luaran, penerangan peribadi dan pengurusan sendiri • Semasa menjawab, kami akan mewujudkan peta dengan jawapan anda • Setelah anda menjawab, kami menilai setiap kandungan di peta dengan kod warna • Kami meringkaskan peta sebelum anda membawanya pulang
2	The exercise aims and guidelines • Aim – The goal of the exercise is to visually	Objetivos y directrices del ejercicio • Objetivo – El	Objectius i pautes de l'exercici • Objectiu – Representar visualment	Στόχοι και οδηγίες της άσκησης ☐ Στόχος – Ο στόχος της άσκησης είναι η οπτική απεικόνιση	Ciljevi i opis vežbe • Cilj – Cilj vežbe je da vizuelno predstavi važne aspekte	Tujuan dan garis panduan latihan • Tujuan – Matlamat latihan ini adalah untuk mewakili

represent important aspects related to a topic that can be as broad as 'performance' and as narrow as 'sports anxiety'.

- Asking questions – Practitioners demand a certain number of answers, for example, three, to either stimulate further thought or encourage selection of more relevant answers.
- Making entries on the map – To make an entry on the map, participants' longer answers must be converted into a short sentence or words that represent the long answer.
- Rating concepts on the map – Participants rate the extent to which an entry contributes positively or

ejercicio es representar visualmente aspectos importantes relacionados con el tema de la entrevista, que pueden ser tan amplios como "rendimiento" o tan concretos como "ansiedad deportiva".

- Formulación de preguntas– El profesional solicita un número determinado de respuestas, por ejemplo 3, bien para estimular la reflexión o para fomentar respuestas más relevantes.
- Introducción de datos en el mapa– A la hora de poner datos en el mapa, las respuestas largas de los participantes se deben convertir en frases cortas o palabras que

aspectes importants relacionats amb un tema que pot ser tan ampli com el "rendiment" o tan específic com "ansietat esportiva".

- Fer preguntes – Els professionals poden demanar un nombre determinat de respostes (per exemple, tres) per estimular la reflexió o fomentar la selecció de les més rellevants.
- Fer entrades al mapa – Les respostes llargues dels participants es converteixen en frases curtes o paraules clau que les representin.
- Valorar conceptes al mapa – Els participants avaluen en quin grau cada entrada

σημαντικών πτυχών που σχετίζονται με ένα θέμα, το οποίο μπορεί να είναι τόσο ευρύ όσο η «απόδοση» ή τόσο συγκεκριμένο όσο το «άγχος στον αθλητισμό».

☐ **Διατύπωση ερωτήσεων** – Οι επαγγελματίες ζητούν έναν συγκεκριμένο αριθμό απαντήσεων, για παράδειγμα τρεις, είτε για να ενθαρρύνουν περαιτέρω σκέψη είτε για να προωθήσουν την επιλογή πιο σχετικών απαντήσεων.

☐ **Καταχωρήσεις στον χάρτη** – Για να γίνει μια καταχώρηση στον χάρτη, οι εκτενείς απαντήσεις των συμμετεχόντων πρέπει να μετατραπούν σε μια σύντομη πρόταση ή σε λέξεις που αντιπροσωπεύουν την εκτενή απάντηση.

☐ **Αξιολόγηση εννοιών στον χάρτη** – Οι συμμετέχοντες αξιολογούν σε ποιο βαθμό μια καταχώρηση

povezane sa nekom temom, koja može biti opšta poput "moj performans" ili specifična poput "tremu pre meča".

- Postavljanje pitanja– Psiholog zahteva određeni broj odgovora, na primer tri, kako bi podstakao dalje razmišljanje ili ohrabrio izbor relevantnijih odgovora.
- Unošenje pojmovna na mapu– Da bi uneli neki pojam na mapu, duži odgovori učesnika moraju biti pretvoreni u kratku rečenicu ili par reči koje predstavljaju duži odgovor.
- Ocenjivanje pojmovna na mapi– Učesnici ocenjuju u kojoj meri uneta stavka pozitivno ili negativno

aspek-aspek penting berkaitan dengan topik yang umum seperti "prestasi" dan spesifik seperti "ketidakseimbangan dalam sukan" secara visual.

- Menanya soalan – Pengamal akan meminta jumlah jawapan yang tertentu, contohnya, tiga, untuk merangsang pemikiran atau menggalakkan pemilihan jawapan yang lebih relevan.
- Membuat kandungan pada peta – Untuk membuat kandungan pada peta, jawapan panjang peserta perlu ditukar kepada ayat pendek atau perkataan yang mewakili jawapan panjang tersebut.
- Menilai konsep pada peta – Peserta akan menilai sejauh mana maklumat yang dimasukkan memberi sumbangan positif atau negatif

	negatively to the topic being analysed.	representen su respuesta larga. • Valoración de conceptos en el mapa- Los participantes valoran el grado en que cada una de las entradas contribuye positiva o negativamente al tópico analizado.	contribueix positivament o negativament al tema analitzat.	συμβάλλει θετικά ή αρνητικά στο θέμα που αναλύεται.	doprinosi temi koja se analizira.	terhadap topik yang sedang dianalisis.
3	Some theoretical key points • Psychological reality – The subjective experience of aspects that define and influence us and our performance, our commitment and our enjoyment. • External variables – Where we are, what we have, who we are with and what we do. Physical, organisational, social and task-	Puntos clave teóricos • Realidad psicológica – La experiencia subjetiva de aspectos que nos definen e influyen en nuestro rendimiento, nuestro compromiso y nuestro disfrute. • Factores externos – Dónde estamos, qué tenemos, con quién estamos y qué hacemos. Aspectos físicos, organizativos,	Alguns punts teòrics clau • Realitat psicològica – L'experiència subjectiva dels aspectes que ens defineixen i influeixen en el nostre rendiment, compromís i gaudi. • Variables externes – L'entorn físic, organitzatiu, social i relatiu a la tasca que ens envolta. • Descriptors personals – Aspectes	Ορισμένα βασικά θεωρητικά σημεία ☐ Ψυχολογική πραγματικότητα – Η υποκειμενική εμπειρία των παραγόντων που καθορίζουν και επηρεάζουν εμάς, την απόδοσή μας, τη δέσμευσή μας και την απόλαυσή μας. ☐ Εξωτερικές μεταβλητές – Πού βρισκόμαστε, τι έχουμε, με ποιους είμαστε και τι κάνουμε. Σωματικές, οργανωτικές, κοινωνικές πτυχές και πτυχές σχετιζόμενες με το καθήκον μας από το περιβάλλον.	Ključni teoretski pojmovi • Psihološka realnost – Subjektivno iskustvo stvarnosti koja nas definiše i utiče na naš učinak, posvećenost i uživanje. • Spoljni faktori – Gde se nalazimo, šta imamo, s kim smo i šta radimo. Fizički, organizacioni, i socijalni faktori. • Lične karakteristike – Biološke, fiziološke i pre	Beberapa perkara utama mengenai teori • Realiti psikologi – Pengalaman subjektif tentang aspek yang mendefinisikan dan mempengaruhi kita dan prestasi, komitmen dan keseronokan kita. • Pembolehubah luaran – Di mana kita berada, apa yang kita ada, siapa yang kita bersama dan apa yang kita lakukan. Aspek fizikal, organisasi, sosial dan tugas berkaitan di sekeliling kita.

	related aspects around us. • Personal descriptors – Biological, physiological and above all psychological aspects that describe us in general and in a specific context and in certain moments. • Self-regulation – Our learned skills and strategies with which we control our personal descriptors and adapt them to internal and external demands.	sociales y relacionados con las tareas que nos rodean. • Descriptores personales– Aspectos biológicos, fisiológicos y sobre todo psicológicos que nos describen en general y en el contexto deportivo y en determinados momentos. • Autorregulación – Nuestras habilidades y estrategias aprendidas con las que controlamos nuestros descriptores biopsicológicos y los adaptamos a demandas internas y externas.	biològics, fisiològics i, sobretot, psicològics que ens descriuen en general i en contextos concrets. • Autoregulació – Habilitats i estratègies apreses per controlar els descriptors personals i adaptar-los a les demandes internes i externes.	☐ Προσωπικά χαρακτηριστικά – Βιολογικοί, φυσιολογικοί και κυρίως ψυχολογικοί παράγοντες που μας περιγράφουν τόσο γενικά όσο και σε ένα συγκεκριμένο πλαίσιο και χρονική στιγμή. ☐ Αυτορρύθμιση – Οι αποκτημένες δεξιότητες και στρατηγικές μας, μέσω των οποίων ελέγχουμε τα προσωπικά μας χαρακτηριστικά και τα προσαρμόζουμε στις εσωτερικές και εξωτερικές απαιτήσεις.	svega psihološke karakteristike koji nas opisuju uopšteno, kao i u specifičnom kontekstu i određenim momentima. • Samoregulacija – Naše naučene veštine i strategije pomoću kojih kontrolišemo svoje lične karakteristike i prilagođavamo ih unutrašnjim i spoljnim zahtevima.	• Penerangan pribadi – Aspek biologi, fisiologi dan terutamanya psikologi yang menggambarkan kita secara umum dan dalam konteks tertentu serta dalam situasi tertentu. • Pengurusan Kendiri – Kemahiran dan strategi yang kita pelajari dengan mengawal penerangan pribadi kita dan menyesuaikan dengan keperluan dalaman dan luaran.
4	Examples of external variables, personal descriptors and self-regulation • External factors: Work; Living conditions;	Ejemplos de factores externos, descriptores personales y autorregulación. • Factores externos: Trabajo;	Exemples de variables externes, descriptors personals i autoregulació • Factors externs: feina, condicions de vida, rutines	Παραδείγματα εξωτερικών μεταβλητών, προσωπικών χαρακτηριστικών και αυτορρύθμισης. • Εξωτερικοί παράγοντες:	Primeri Spoljnih faktora, ličnih karakteristika i samoregulacije • Spoljni faktori: Posao; Životni uslovi; Trening rutine; Porodica;	Contoh pembohubah luaran, penerangan pribadi dan pengurusan sendiri • Faktor luaran: Kerja; Keadaan tempat tinggal; Rutin

Training routines; Parents and siblings; Work facilities; Friends and community; Life circumstances; Income; Physical activity options; Local culture and politics; Food and drinks; Partners and friends • Personal descriptors: Personality; Injuries and health; Biometrics; Thoughts and ideas; Gender; Effort and fatigue; Motivation/goals; Attitudes and beliefs; Fitness; Genetics; Strength and speed; Spontaneous self-talk • Self-regulation: Rationalisation skills; Leadership skills; Persuasion skills; Controlled	Condiciones de vida; Rutinas de entrenamiento; Padres y hermanos; Instalaciones de trabajo; Amigos y comunidad; Circunstancias de vida; Ingresos; Opciones de actividad física; Política y cultura local; Comida y bebida; Pareja y amigos/as. • Descriptores personales: Personalidad; Lesiones y salud; Datos biométricos; Pensamientos e ideas; Género; Esfuerzo y fatiga; Motivación/objetivos; Actitudes y creencias; Forma física; Genética; Fuerza y velocidad; Autohabla espontánea. • Autorregulación: Habilidad de racionalizar; Habilidad de	d'entrenament, família, comunitat, ingressos, cultura local, alimentació. • Descriptors personals: personalitat, lesions, estat de salut, fatiga, motivació, creences, condició física, genética, autoparla espontani. • Autoregulació: habilitats de lideratge, comunicació, motivació, concentració, autoaprenentatge, gestió d'objectius.	Εργασία· Συνθήκες διαβίωσης· Προπονητικά προγράμματα· Γονείς και αδέρφια· Εγκαταστάσεις εργασίας· Φίλοι και κοινότητα· Συνθήκες ζωής· Εισόδημα· Επιλογές φυσικής δραστηριότητας· Τοπική κουλτούρα και πολιτική· Φαγητό και ποτά· Συνεργάτες και φίλοι. • Προσωπικά χαρακτηριστικά: Προσωπικότητα· Τραυματισμοί και υγεία· Βιομετρικά δεδομένα· Σκέψεις και ιδέες· Φύλο· Προσπάθεια και κόπωση· Κίνητρο/στόχοι· Στάσεις και πεποιθήσεις· Φυσική κατάσταση· Γενετική· Δύναμη και ταχύτητα· Αυθόρμητος	Radno okruženje; Prijatelji i zajednica; Životne okolnosti; Prihodi; Mogućnosti za fizičku aktivnost; Lokalna kultura i politika; Hrana i piće; Partneri; Skorašnji događaji; Aktivnosti • Lične karakteristike: Ličnost; Povrede i zdravlje; Biometrija; Misli i ideje; Pol; Zalaganje i umor; Motivacija/ciljevi; Stavovi i uverenja; Kondicija; Genetika; Snaga i brzina; Spontani self-talk; Mentalno zdravlje/problem i; Životni ciljevi; Emocije i osećanja; Starost • Samoregulacija: Racionalizacija; Liderstvo;	latihan; Ibu bapa dan adik-beradik; Kemudahan tempat kerja; Rakan-rakan dan komuniti; Keadaan kehidupan; Pendapatan; Pilihan aktiviti fizikal; Budaya dan politik tempatan; Makanan dan minuman; Pasangan dan rakan-rakan • Penerangan peribadi: Keperibadian; Kecelakaan dan kesihatan; Biometrik; Pemikiran dan idea; Jantina; Usaha dan tahap keletihan; Motivasi/matlamat; Sikap dan kepercayaan; Tahap kecergasan; Genetik; Kekuatan dan kelajuan; Kata sendiri secara spontan • Pengurusan Kendiri: Kemahiran rasionalisasi; Kemahiran kepimpinan; Kemahiran memujuk; Imageri terkawal; Kemahiran
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	imagery; Communication skills; Teaching skills; Empathy skills; Motivation skills; Concentration; Self-regulated learning; Goal-directed self-talk; Self-skills	liderazgo; Habilidad de persuasión; Visualización; Habilidades comunicativas; Habilidades de enseñanza; Empatía; Habilidades motivacionales; Concentración; Autoaprendizaje; Auto-habla dirigida; Habilidades del yo.	εσωτερικός διάλογος. • Αυτορρύθμιση: Δεξιότητες εξορθολογισμού· Δεξιότητες ηγεσίας· Δεξιότητες πειθούς· Ελεγχόμενη εικόνα· Δεξιότητες επικοινωνίας· Δεξιότητες διδασκαλίας· Δεξιότητες ενσυναίσθησης· Δεξιότητες κινήτρου· Συγκέντρωση· Αυτορυθμιζόμενη μάθηση· Στοχοθετημένος εσωτερικός διάλογος· Αυτοδεξιότητες.	Ubedivanje; Kontrolisana vizualizacija; Komunikacija; Podučavanje; Empatija; Motivacija; Koncentracija; Samo regulisano učenje; Self-talk usmeren na cilj; Veštine samopomoći; Postavljanje ciljeva; Emocionalna kontrola	komunikasi; Kemahiran pengajaran; Kemahiran empati; Kemahiran motivasi; Penumpuan; Pembelajaran pengurusan sendiri; Matlamat berorientasikan kata sendiri; Kemahiran sendiri	
5	Getting ready to start 1) Enter the date and names on the map 2) What topics would you like to explore today? 3) What do you expect from this #PsychMapping session?	Apertura 1) Pon el nombre y la fecha en el mapa. 2) ¿Qué temas te gustaría abordar hoy? 3) ¿Qué esperas de esta sesión de #PsychMapping?	Preparació per començar 1) Escriu la data i els noms al mapa. 2) Quins temes t'agradaria explorar avui? 3) Què esperes d'aquesta sessió de #PsychMapping?	Ας ετοιμαστούμε να ξεκινήσουμε 1) Καταχωρίστε την ημερομηνία και τα ονόματα στον χάρτη. 2) Ποια θέματα θα θέλατε να εξερευνήσετε σήμερα; 3) Τι περιμένετε από αυτήν τη συνεδρία #PsychMapping;	Spremanje za početak 1) Unećemo današnji datum i tvoje ime. 2) Koje teme bi želelo/la da istražimo danas? 3) Šta očekuješ od današnje #PsychMapping sessije	Bersedia untuk bermula 1) Masukkan tarikh dan nama di atas peta 2) Apa topik yang ingin anda berbincang pada hari ini? 3) Apa yang anda harapkan daripada sesi #PsychMapping ini?

Central section – Questions about external factors

6	Identify key people and aspects of their behaviour that you think are most relevant to exploring today's topic. Examples: <i>You could mention family, partners, children, friends, teammates, training partners, coaches, mentors, managers, agents, idols, ... even people you have lost or no longer see.</i>	Identifica las personas y los aspectos clave de su comportamiento que piensas que son más relevantes para explorar el tema de hoy. Ejemplos: Podrías mencionar a familiares, parejas, hijos/as, amigos/as, compañeros/as de entrenamiento, mentores/as, gerentes, agentes, ídolos, ...incluso personas que has perdido o que ya no ves.	Identifica persones clau i aspectes del seu comportament rellevants per al tema d'avui. <i>Exemples: Pots esmentar la família, parelles, fills, amics, companys d'equip, companys d'entrenament, entrenadors, mentors, mànagers, agents, ídols... fins i tot persones que has perdut o que ja no veus.</i>	Εντοπίστε βασικά άτομα και πτυχές της συμπεριφοράς τους που πιστεύετε ότι είναι τα πιο σημαντικά για την εξερεύνηση του σημερινού θέματος. Παραδείγματα: <i>Μπορείτε να αναφέρετε οικογένεια, συντρόφους, παιδιά, φίλους, συμπαίκτες, συντρόφους προπόνησης, προπονητές, μέντορες, διευθυντές, ατζέντηδες, είδωλα... ακόμη και άτομα που έχετε χάσει ή δεν βλέπετε πια.</i>	Ko su ključne osobe i koji aspekti njihovog ponašanja su, prema tvom mišljenju, najrelevantniji za istraživanje današnje teme? <i>Možeš pomenuti porodicu, partnere, decu, prijatelje, saigrače, trening partnere, trenere, mentore, menadžere, agente, idole... čak i ljude koje si izgubio/la ili više ne vidiš.</i>	Mengenal pasti individu penting dan aspek tingkah laku mereka yang anda rasa paling relevan untuk meneroka topik hari ini. <i>Contoh: Anda boleh menyebut mengenai keluarga, pasangan, anak-anak, rakan-rakan, rakan sepasukan, rakan latihan, jurulatih, mentor, pengurus, ejen, idola,... malah insan-insan yang telah anda kehilangan atau tidak lagi bertemu.</i>
7	Identify key societal and organisation influences that you think are most relevant to exploring today's topic. Examples: <i>You could mention culture, politics, societies, clubs, federations, professional associations, governments, Olympic committees,</i>	Identifica las influencias sociales y organizacionales clave que piensas que son más relevantes para explorar el tema de hoy. Ejemplos: Podrías mencionar la cultura, la política, sociedades, clubes, federaciones, asociaciones	Identifica influències socials i organitzatives rellevants per al tema d'avui. <i>Exemples: Pots esmentar la cultura, la política, les societats, els clubs, les federacions, les associacions professionals, els governs, els comitès olímpics, les</i>	Εντοπίστε βασικές κοινωνικές και οργανωτικές επιρροές που πιστεύετε ότι είναι τα πιο σημαντικά για την εξερεύνηση του σημερινού θέματος. Παραδείγματα: <i>Μπορείτε να αναφέρετε πολιτισμό, πολιτική, κοινωνίες, σωματεία, ομοσπονδίες,</i>	Koji ključni društveni i organizacioni uticaji su, prema tvom mišljenju, najrelevantniji za istraživanje današnje teme? <i>Možeš pomenuti kulturu, politiku, klubove, federacije, profesionalna udruženja, vladu, olimpijske komitete, akademije, škole,</i>	Mengenal pasti pengaruh masyarakat dan organisasi yang anda rasa paling relevan untuk meneroka topik hari ini. <i>Contoh: Anda boleh menyebut tentang budaya, politik, masyarakat, kelab, persekutuan, persatuan</i>

	<i>academies, schools, institutes and universities, finances, health services, sport culture, religion, media, personal contracts, sponsorships, grants,...</i>	profesionales, gobiernos, Comit�s Ol�mpicos, academias, escuelas, institutos y universidades, finanzas, servicios de salud, cultura deportiva, religi�n, medios de comunicaci�n, contratos personales, patrocinadores, becas, ...	<i>acad�mies, les escoles, els instituts i universitats, les finances, els serveis de salut, la cultura esportiva, la religi�, els mitjans de comunicaci�, els contractes personals, els patrocini, les beques...</i>	<i>επαγγελματικούς συλλόγους, κυβερνήσεις, Ολυμπιακές Επιτροπές, ακαδημίες, σχολεία, ινστιτούτα και πανεπιστήμια, χρηματοδοτήσεις, υπηρεσίες υγείας, αθλητική κουλτούρα, θρησκεία, μέσα ενημέρωσης, προσωπικά συμβόλαια, χορηγίες, επιχορηγήσεις...</i>	<i>institute i univerzitate, finansije, zdravstvene slu�be, sportsku kulturu, religiju, medije, li�ne ugovore, sponzorstva, stipendije...</i>	<i>profesional, kerajaan, jawatankuasa Olimpik, akademi, sekolah, institusi dan universiti, kewangan, perkhidmatan kesihatan, budaya sukan, agama, media, kontrak peribadi, penajaan, geran,...</i>
8	Identify key physical and environmental conditions and objects that you think are most relevant to exploring today's topic. Examples: <i>You could mention weather, facilities, distance, transport, location, technology, screens, food, nutritional supplements, substances, clothing, noise, entertainment options, heat and cold, illumination, urbanism and nature....</i>	Identifica las condiciones f�sicas y ambientales clave que piensas que son m�s relevantes para explorar el tema de hoy. Ejemplos: Podr�as mencionar el clima, las instalaciones, la distancia, el transporte, la ubicaci�n, la tecnolog�a, las pantallas, la comida, los suplementos nutricionales, f�rmacos, drogas y sustancias dopantes, la ropa, el ruido, las opciones de entretenimiento, el calor y el fr�o, la iluminaci�n, el	Identifica les condicions f�siques i ambientals clau i els objectes que creus que s�n m�s rellevants per explorar el tema d'avui. Exemples: <i>Pots esmentar el temps, les instal�acions, la dist�ncia, el transport, la ubicaci�, la tecnologia, les pantalles, el menjar, els suplementes nutricionals, les subst�ncies, la roba, el soroll, les opcions d'entreteniment, la calor i el fred, la il�luminaci�,</i>	Εντοπίστε βασικές φυσικές και περιβαλλοντικές συνθήκες και αντικείμενα που πιστεύετε ότι είναι τα πιο σημαντικά για την εξερεύνηση του σημερινού θέματος. Παραδείγματα: Μπορείτε να αναφέρετε καιρικές συνθήκες, εγκαταστάσεις, απόσταση, μεταφορές, τοποθεσία, τεχνολογία, οθ�νες, φαγητό, συμπληρώματα διατροφής, ουσίες, ρούχα, θ�ρυβο, επιλογές ψυχαγωγίας, θερμότητα και κρύο, φωτισμό, αστικό ποίηση και φύση...	Koji su fizi�ki i spoljni uslovi najrelevantiji za temu o kojoj �emo danas govoriti? <i>Mo�e� spomenuti vreme, objekte, udaljenost, transport, lokaciju, tehnologiju, ekrane, hranu, suplemente, supstance, ode�u, buku, opcije za zabavu, toplotu i hladno�u, osvetljenje, urbanizam i prirodu...</i>	Mengenal pasti keadaan fizikal dan persekitaran serta objek yang anda rasa paling relevan untuk meneroka topik hari ini. <i>Contoh: Anda boleh menyebut cuaca, kemudahan, jarak, pengangkutan, lokasi, teknologi, skrin, makanan, suplemen pemakanan, bahan, pakaian, bunyi, pilihan hiburan, kepanasan dan sejuk, pencahayaan, urbanisme dan alam semula jadi...</i>

9	Identify key aspects of your training and competitions and important events in them that you think are most relevant to exploring today's topic. Prompts: <i>My sport is special because...; Training is typically...; Some exercises are...; Competitions are...; Something important that happened is...</i>	urbanismo y la naturaleza... Identifica aspectos clave de tu entrenamiento y competiciones, y eventos importantes en ellos, que pienses que son más relevantes para explorar el tema de hoy. Inicios de frase: Mi deporte es especial porque...; El entrenamiento suele ser...; Algunos ejercicios son...; Las competiciones son...; Algo importante que sucedió fue...	<i>l'urbanisme i la natura...</i> Identifica els aspectes clau del teu entrenament i de les competicions, així com esdeveniments importants dins d'aquests, que creus que són més rellevants per explorar el tema d'avui. Pistes: <i>El meu esport és especial perquè...; L'entrenament és típicament...; Alguns exercicis són...; Les competicions són...; Un fet important que va passar és...</i>	Εντοπίστε βασικές πτυχές της προπόνησης και των αγώνων σας και σημαντικά γεγονότα σε αυτούς που πιστεύετε ότι είναι τα πιο σημαντικά για την εξερεύνηση του σημερινού θέματος. Υποδείξεις: <i>Το άθλημά μου είναι ιδιαίτερο γιατί... Οι προπονήσεις είναι συνήθως... Κάποιες ασκήσεις είναι... Οι αγώνες είναι... Κάτι σημαντικό που συνέβη είναι...</i>	Identifikuj ključne aspekte svog treninga i takmičenja, kao i važne događaje u njima, koji su, prema tvom mišljenju, najrelevantniji za istraživanje današnje teme. <i>Moj sport je poseban zato što... Trening je obično... Neke vežbe su... Takmičenja su... Nešto važno što se dogodilo je...</i>	Mengenal pasti aspek utama latihan dan pertandingan anda serta acara penting yang anda rasa paling relevan untuk meneroka topik hari ini. <i>Petunjuk: Acara sukan saya adalah istimewa kerana...; Latihan biasanya adalah...; Sesetengah latihan adalah...; Pertandingan adalah...; Sesuatu penting yang berlaku ialah...</i>
10	Identify other activities, commitments or life events that you think are most relevant to exploring today's topic. Examples: <i>You could mention participating in social media, watching online sports content, school or university, family activities,</i>	Identifica otras actividades, compromisos o acontecimientos vitales que piensas que son más relevantes para explorar el tema de hoy. Ejemplos: Podrías mencionar la participación en redes sociales, ver contenido deportivo online, el colegio o la	Identifica altres activitats, compromisos o esdeveniments de la vida que creus que són més rellevants per explorar el tema d'avui. Exemples: <i>Pots esmentar la participació a les xarxes socials, veure contingut esportiu en línia, l'escola o la</i>	Εντοπίστε άλλες δραστηριότητες, υποχρεώσεις ή γεγονότα ζωής που πιστεύετε ότι είναι τα πιο σημαντικά για την εξερεύνηση του σημερινού θέματος. Παραδείγματα: <i>Μπορείτε να αναφέρετε συμμετοχή σε μέσα κοινωνικής δικτύωσης, παρακολούθηση αθλητικού</i>	Da li postoje neke druge aktivnosti, obaveze ili životni događaji koji su, prema tvom mišljenju, relevantni za istraživanje današnje teme. <i>Društveni mreže, vesti, gledanje sportskog sadržaja, škola ili fakultet, porodične aktivnosti, obaveze na poslu, putovanja, verske ili</i>	Mengenal pasti aktiviti, komitmen atau peristiwa kehidupan lain yang anda rasa paling relevan untuk meneroka topik hari ini. <i>Contoh: Anda boleh menyebut mengenai penyertaan di media sosial, menonton kandungan sukan dalam talian, sekolah atau</i>

	<i>work commitments, travel, religious or cultural activities, gaming, meeting friends, weddings, funerals, other people's illnesses, moving house ...</i>	Universidad, actividades familiares, trabajo, actividades religiosas o culturales, juegos online, quedar con los/las amigos/as, bodas, funerales, la enfermedad de otras personas, mudanzas, ...	<i>universitat, les activitats familiars, els compromisos laborals, els viatges, les activitats religioses o culturals, els videojocs, quedar amb amics, casaments, funerals, malalties d'altres persones, mudances...</i>	<i>περιεχομένου στο διαδίκτυο, σχολείο ή πανεπιστήμιο, οικογενειακές δραστηριότητες, επαγγελματικές υποχρεώσεις, ταξίδια, θρησκευτικές ή πολιτιστικές δραστηριότητες, παιχνίδια, συναντήσεις με φίλους, γάμους, κηδείες, ασθένειες άλλων ανθρώπων, μετακόμιση σπιτιού... Δείτε τον χάρτη περιλήψεων και σκεφτείτε αν υπάρχουν άλλοι εξωτερικοί παράγοντες που πιστεύετε ότι είναι σημαντικοί για την εξερεύνηση του σημερινού θέματος. Αναφέρετε οποιοσδήποτε άλλους εξωτερικούς παράγοντες που νομίζετε ότι πρέπει να γνωρίζουμε για να κατανοήσουμε την περίπτωση σας.</i>	<i>kulturne aktivnosti, igranje video igara, vidanje sa prijateljima, venčanja, sahrane, bolesti drugih ljudi, selidbe...</i>	<i>universiti, aktiviti keluarga, komitmen kerja, perjalanan, aktiviti keagamaan atau budaya, permainan, bertemu dengan rakan, perkahwinan, pengebumian, penyakit orang lain, berpindah rumah...</i>
11	Look at the summary map and think about any other external factors that you think are relevant to exploring today's topic. Mention any other external factors that you think we need know to understand your case.	Revisa el mapa resumen y reflexiona sobre algún otro factor externo que pienses que sea relevante para explorar el tema de hoy. Menciona cualquier otro factor externo que consideres que necesitamos saber para entender tu caso.	Mira el mapa resum i pensa en altres factors externs que creus que són rellevants per explorar el tema d'avui. Menciona qualsevol altre factor extern que creguis que necessitem conèixer per entendre el teu cas.		Pogledaj mapu i razmisli o bilo kojim drugim spoljnim faktorima koji su relevantni za istraživanje današnje teme. <i>Da li postoje i drugi faktori za koje smatraš da su važni kako bismo bolje razumeli tvoj slučaj?</i>	Lihat peta ringkasan dan berfikir tentang sebarang faktor luaran lain yang anda rasa relevan untuk meneroka topik hari ini. Sebutkan mana-mana faktor luaran lain yang anda rasa perlu kami ketahui untuk lebih memahami keadaan anda.

Central section – Questions about personal descriptors

12	Identify key aspects that describe you physically (your body) and that you think are most	Identifica aspectos clave que te describen físicamente (tu cuerpo) y que piensas que son más	Identifica els aspectes clau que et descriuen físicament (el teu cos) i que creus que són més rellevants	Εντοπίστε βασικές πτυχές που περιγράφουν το σώμα σας και πιστεύετε ότι είναι τα πιο σημαντικά για την	Identifikuj ključne aspekte koji te opisuju fizički (tvoje telo) i koji su, prema tvom mišljenju, najrelevantniji za	Mengenal pasti aspek utama yang menggambarkan anda secara fizikal (badan anda) dan yang anda rasa
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	relevant to exploring today's topic. Examples: <i>You could mention health, injuries, recovery, pain, fatigue, appearance, height, weight, fitness, strength, speed, agility, flexibility, age, gender...</i>	relevantes para explorar el tema de hoy. Ejemplos: Podrías mencionar salud, lesiones, recuperación, dolor, fatiga, apariencia, altura, peso, condición física, fuerza, velocidad, agilidad, edad, género...	per explorar el tema d'avui. Exemples: <i>Pots esmentar la salut, les lesions, la recuperació, el dolor, la fatiga, l'aparença, l'alçada, el pes, la condició física, la força, la velocitat, l'agilitat, la flexibilitat, l'edat, el gènere...</i>	εξερεύνηση του σημερινού θέματος. Παραδείγματα: <i>Μπορείτε να αναφέρετε υγεία, τραυματισμούς, ανάρρωση, πόνο, κόπωση, εμφάνιση, ύψος, βάρος, φυσική κατάσταση, δύναμη, ταχύτητα, ευκινησία, ευλυγισία, ηλικία, φύλο...</i>	istraživanje današnje teme. <i>Možeš pomenuti zdravlje, povrede, oporavak, bol, umor, izgled, visinu, težinu, fizičku kondiciju, snagu, brzinu, agilnost, fleksibilnost, godine, pol...</i>	paling relevan untuk meneroka topik hari ini. <i>Contoh: Anda boleh menyebut kesihatan, kecederaan, pemulihan, kesakitan, keletihan, penampilan, ketinggian, berat badan, kecergasan, kekuatan, kelajuan, kelincahan, fleksibiliti, umur, jantina...</i>
13	Identify key aspects about yourself (who you are) that you think are most relevant to exploring today's topic. Examples: <i>You could mention personality, self-esteem, beliefs, preferences, religious beliefs, habits, skills, experiences, motivations, goals, attitudes, plans, values, social roles, affiliations to groups or societies, memories, gender and sexuality...</i>	Identifica aspectos clave sobre ti (quién eres) y que piensas que son más relevantes para explorar el tema de hoy. Ejemplos: Podrías mencionar personalidad, autoestima, creencias, preferencias, creencias religiosas, hábitos, habilidades, experiencias, motivaciones, objetivos, actitudes, planes, valores, roles sociales, afiliaciones a grupos o sociedades,	Identifica els aspectes clau sobre tu mateix (qui ets) que creus que són més rellevants per explorar el tema d'avui. Exemples: <i>Pots esmentar la personalitat, l'autoestima, les creences, les preferències, les creences religioses, els hàbits, les habilitats, les experiències, les motivacions, els objectius, les actituds, els plans, els valors, els rols socials, les afiliacions</i>	Εντοπίστε βασικές πτυχές για τον εαυτό σας (ποιος είστε) που πιστεύετε ότι είναι τα πιο σημαντικά για την εξερεύνηση του σημερινού θέματος. Παραδείγματα: <i>Μπορείτε να αναφέρετε προσωπικότητα, αυτοεκτίμηση, πεποιθήσεις, προτιμήσεις, θρησκευτικές πεποιθήσεις, συνήθειες, δεξιότητες, εμπειρίες, κίνητρα, στόχους, στάσεις, σχέδια, αξίες, κοινωνικούς ρόλους, σχέσεις με ομάδες ή</i>	Identifikuj ključne aspekte o sebi (ko si ti) koji su, prema tvom mišljenju, najrelevantniji za istraživanje današnje teme. <i>Ličnost, samopouzdanje, uverenja, preferencije, verska uverenja, navike, veštine, iskustva, motivacije, ciljeve, stavove, planove, vrednosti, društvene uloge, pripadnost grupama ili društvima, sećanja, pol i seksualnost...</i>	Mengenal pasti aspek utama tentang diri anda (siapa anda) yang anda rasa paling relevan untuk meneroka topik hari ini. <i>Contoh: Anda boleh menyebut keperibadian, harga diri, kepercayaan, pilihan, kepercayaan agama, tabiat, kemahiran, pengalaman, motivasi, matlamat, sikap, perancangan, nilai, peranan sosial, afiliasi kepada kumpulan atau masyarakat,</i>

		recuerdos, género y sexualidad...	<i>a grups o societats, els records, el gènere i la sexualitat...</i>	<i>κοινωνίες, αναμνήσεις, φύλο και σεξουαλικότητα...</i>	<i>kenangan, jantina dan seksualan ...</i>	
14	Identify ways in which you react prior to, during or after better or worse moments that you think are most relevant to exploring today's topic. Examples: <i>You could mention thoughts, emotions, feelings, confidence, physical sensations, attitudes, interpretations, self-talk, social experiences, decisions, behavioural intentions...</i>	Identifica formas en las que reaccionas antes de, durante o después de mejores o peores momentos que piensas que son más relevantes para explorar el tema de hoy. Ejemplos: Podrías mencionar pensamientos, emociones, sentimientos, confianza, sensaciones físicas, actitudes, interpretaciones, auto-habla, experiencias sociales, decisiones, intención de comportamiento...	Identifica les formes en què reaccions abans, durant o després de moments millors o pitjors que creus que són més rellevants per explorar el tema d'avui. Exemples: <i>Pots esmentar els pensaments, les emocions, els sentiments, la confiança, les sensacions físiques, les actituds, les interpretacions, l'autodiàleg, les experiències socials, les decisions, les intencions de comportament...</i>	Εντοπίστε τρόπους με τους οποίους αντιδράτε πριν, κατά τη διάρκεια ή μετά από καλύτερες ή χειρότερες στιγμές που πιστεύετε ότι είναι τα πιο σημαντικά για την εξερεύνηση του σημερινού θέματος. Παραδείγματα: Μπορείτε να αναφέρετε σκέψεις, συναισθήματα, συναισθηματικές καταστάσεις, αυτοπεποίθηση, σωματικές αισθήσεις, στάσεις, ερμηνείες, εσωτερικό διάλογο, κοινωνικές εμπειρίες, αποφάσεις, συμπεριφορικές προθέσεις...	Kako obično reaguješ pre, u toku, ili posle dobrih ili loših trenutaka? <i>Misli, emocije, osećanja, samopouzdanje, fizičke senzacije, stavove, interpretacije, unutrašnji dijalog, socijalne reakcije...</i>	Mengenal pasti cara-cara anda akan bertindak balas sebelum, semasa atau selepas situasi yang lebih baik atau lebih teruk yang anda rasa paling relevan untuk meneroka topik hari ini. Contoh: Anda boleh menyebut pemikiran, emosi, perasaan, keyakinan, sensasi fizikal, sikap, tafsiran, berbicara sendiri, pengalaman sosial, keputusan, niat tingkah laku...
15	Identify important changes you have noticed in yourself that you think are relevant to exploring today's topic. Prompts: <i>In the past months I have been...; Over the past years I have become...; Lately I am...;</i>	Identifica cambios importantes que has notado en ti mismo que piensas que son más relevantes para explorar el tema de hoy. Inicios de frase: En los últimos meses he estado...; En los últimos años me he	Identifica els canvis importants que has notat en tu mateix i que creus que són rellevants per explorar el tema d'avui. Pistes: <i>En els últims mesos he estat...; En els últims anys m'he tornat...; Darrerament sóc...;</i>	Εντοπίστε σημαντικές αλλαγές που έχετε παρατηρήσει στον εαυτό σας και πιστεύετε ότι είναι σημαντικές για την εξερεύνηση του σημερινού θέματος. Υποδείξεις: Τους τελευταίους μήνες ήμουν... Τα τελευταία χρόνια έχω γίνει...	Na koji način si se promenio/la u prethodnom periodu? <i>U poslenjih nekoliko meseci bio/la sam... U poslenjih nekoliko godina postao/la sam... U zadnje vreme sam... Ranije sam bio/la...</i>	Mengenal pasti perubahan penting yang telah anda perhatikan dalam diri sendiri yang anda rasa relevan untuk meneroka topik hari ini. Petunjuk: Dalam beberapa bulan ini, saya telah...; Dalam beberapa tahun

	<i>I have changed insofar as I am now...</i>	vuelto...; Últimamente estoy...; He cambiado en la medida en que ahora soy...	<i>He canviat en el sentit que ara sóc...</i>	<i>Τελυταία είμαι... Έχω αλλάξει στο βαθμό που τώρα...</i>	lepas, saya telah menjadi...; Kebelakangan ini saya...; Saya telah berubah kerana saya kini...
16	Identify aspects that differentiate you from others and that you think are most relevant to exploring today's topic. Prompts: <i>Compared to other people, I am more/less...; One thing that makes me special is...; My case is different because I ...</i>	Identifica aspectos que te diferencian de los demás y que piensas que son más relevantes para explorar el tema de hoy. Inicios de frase: Comparado con otra gente, soy más/menos...; Una cosa que me hace especial es...; Mi caso es diferente porque...	Identifica els aspectes que et diferencien dels altres i que creus que són més rellevants per explorar el tema d'avui. Pistes: <i>En comparació amb altres persones, sóc més/menys...; Una cosa que em fa especial és...; El meu cas és diferent perquè jo...</i>	Εντοπίστε πτυχές που σας διαφοροποιούν από τους άλλους και πιστεύετε ότι είναι τα πιο σημαντικά για την εξερεύνηση του σημερινού θέματος. Υποδείξεις: Σε σύγκριση με άλλους ανθρώπους, είμαι περισσότερο/λιγότερο ... Ένα πράγμα που με κάνει ξεχωριστό είναι... Η περίπτωση μου είναι διαφορετική γιατί...	Šta tebe čini različitim/om od ostalih? <i>U poređenju sa drugima ja sam više/manje... Jedna stvar koje me izdvaja... Moj slučaj je drugačiji zato što...</i>
17	Identify which aspects of your performance and behaviour are most relevant to exploring today's topic? Examples: <i>You could mention successes and failures, social interactions, verbal and non-verbal expressions, conflicts, leadership,</i>	Identifica qué aspectos de tu rendimiento y comportamiento son más relevantes para explorar el tema de hoy. Ejemplos: Podrías mencionar éxitos y fracasos, interacciones sociales, expresiones verbales y no	Identifica quins aspectes del teu rendiment i comportament són més rellevants per explorar el tema d'avui. Exemples: <i>Pots esmentar els èxits i fracassos, les interaccions socials, les expressions verbals i no verbals,</i>	Εντοπίστε ποιες πτυχές της απόδοσης και συμπεριφοράς σας είναι πιο σημαντικές για την εξερεύνηση του σημερινού θέματος. Παραδείγματα: Μπορείτε να αναφέρετε επιτυχίες και αποτυχίες, κοινωνικές αλληλεπιδράσεις,	Koji aspekti tvog performansa i ponašanja su najrelevantniji za istraživanje današnje teme? <i>Možeš pomenuti uspehe i neuspehe, socijalne interakcije, verbalne i neverbalne izraze, konflikte, liderstvo, izražavanje emocija,</i>

	<i>emotion expression, specific actions like jumping, running, passing a ball, appearance, being present/absent...</i>	verbales, conflictos, liderazgo, expresión emocional, acciones específicas como saltar, correr o pasar la pelota, apariencia, estar presente/ausente...	<i>els conflictes, el lideratge, l'expressió emocional, accions específiques com saltar, córrer, passar una pilota, l'aparença, el fet d'estar present o absent...</i>	<i>λεκτικές και μη λεκτικές εκφράσεις, συγκρούσεις, ηγεσία, έκφραση συναισθημάτων, συγκεκριμένες ενέργειες όπως άλματα, τρέξιμο, πάσα μπάλας, εμφάνιση, παρουσία/απουσία...</i>	<i>specifične akcije poput skakanja, trčanja, dodavanja lopte, izgled, prisutnost/odsutnost ...</i>	sosial, ekspresi verbal dan bukan verbal, konflik, kepemimpinan, ekspresi emosi, tindakan khusus seperti melompat, berlari, menghantar bola, penampilan, hadir/tidak hadir...
18	Look at the summary map and think about any other aspects about yourself that you think are relevant to exploring today's topic. Mention any other personal descriptors that you think we need know to understand your case.	Revisa el mapa resumen y reflexiona sobre algún otro aspecto sobre ti mismo que pienses que sea relevante para explorar el tema de hoy. Menciona cualquier otro descriptor personal que consideres que necesitamos saber para entender tu caso.	Mira el mapa resum i pensa en qualsevol altre aspecte sobre tu mateix que creus que és rellevant per explorar el tema d'avui. Menciona qualsevol altre descriptor personal que creguis que necessitem conèixer per entendre el teu cas.	Δείτε τον χάρτη συνοψίσεων και σκεφτείτε αν υπάρχουν άλλες πτυχές για εσάς που πιστεύετε ότι είναι σημαντικές για την εξερεύνηση του σημερινού θέματος. Αναφέρετε οποιουσδήποτε άλλους προσωπικούς προσδιοριστικούς παράγοντες που νομίζετε ότι πρέπει να γνωρίζουμε για να κατανοήσουμε την περίπτωση σας.	Pogledaj mapu i razmisli o bilo kojim drugim ličnim karakteristikama koje su relevantne za istraživanje današnje teme. <i>Da li postoje i druge karakteristike za koje smatraš da su važne kako bismo bolje razumeli tvoj slučaj?</i>	Lihat peta ringkasan dan berfikir tentang sebarang aspek lain tentang diri sendiri yang anda rasa relevan untuk meneroka topik hari ini. Sebutkan mana-mana penerangan peribadi lain yang anda rasa perlu kami ketahui untuk lebih memahami keadaan anda.

Central section – Questions about self-regulation

19	Identify strong mental skills that you think are most relevant to exploring today's topic. Prompts: <i>I am good at ...; Most of the time I can ...; I manage to ...; I can avoid ...</i>	Identifica habilidades mentales en las que destagues que piensas que son más relevantes para explorar el tema de hoy.	Identifica les fortaleces mentals que creus que són més rellevants per explorar el tema d'avui. Pistes: <i>Sóc bo en...; La major part del temps puc...;</i>	Εντοπίστε ισχυρές ψυχικές δεξιότητες που πιστεύετε ότι είναι οι πιο σημαντικές για την εξερεύνηση του σημερινού θέματος. Υποδείξεις: Είμαι καλός στο...; Τις	Za koje mentalne veštine, relevantne za današnju temu, misliš da su dobro razvijene kod tebe? <i>Dobar sam u... Većinu vremena mogu da... Uspevam da...</i>	Mengenal pasti kekuatan kemahiran mental yang anda rasa paling relevan untuk meneroka topik hari ini. Petunjuk: Saya
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	Examples: <i>You could mention your ability to control aspects in your daily life, your emotions, your goals and motivation, your thoughts, beliefs and attitudes, your self-image, your behaviour, your social interactions...</i>	Inicios de frase: Soy bueno/a en...; La mayoría de las veces puedo...; Consigo con éxito...; Puedo evitar... Ejemplos: Podrías mencionar tu habilidad para controlar aspectos en tu vida cotidiana, tus emociones, tus objetivos y motivaciones, tus pensamientos, tus creencias y actitudes, tu auto imagen, tu comportamiento, tus interacciones sociales, ...	<i>Aconsegueixo...; Puc evitar... Exemples: Pots esmentar la teva capacitat per controlar aspectes de la teva vida diària, les teves emocions, els teus objectius i motivació, els teus pensaments, creences i actituds, la teva autoimatge, el teu comportament, les teves interaccions socials...</i>	<i>περισσότερες φορές μπορώ να...; Καταφέρνω να...; Μπορώ να αποφύγω... Παραδείγματα: Μπορείτε να αναφέρετε την ικανότητά σας να ελέγχετε πτυχές της καθημερινής σας ζωής, τα συναισθήματά σας, τους στόχους και την κινητροδότηση σας, τις σκέψεις, τις πεποιθήσεις και τις στάσεις σας, την εικόνα του εαυτού σας, τη συμπεριφορά σας, τις κοινωνικές αλληλεπιδράσεις σας...</i>	<i>Mogu da izbegnem... Kontrolisanje aspekata svakodnevnog života, emocija, ciljeva i motivacije, svojih misli, uverenja i stavova, svoj self-image, svoje ponašanje, socijalne interakcije...</i>	pandai dalam...; Kebanyakan masa saya boleh...; Saya berjaya untuk...; Saya boleh elak dari... Contoh: Anda boleh menyebut kemampuan anda untuk mengawal aspek dalam kehidupan seharian, emosi, matlamat dan motivasi, pemikiran, kepercayaan dan sikap, imej diri, tingkah laku, interaksi sosial...
20	Identify mental skills you need to improve that you think are most relevant to exploring today's topic. Prompts: <i>I feel it's hard to...; Most of the time, I find it difficult to...; I don't try to...; A weakness I feel I have is...;</i> Examples: <i>You could mention difficulties to control aspects in</i>	Identifica habilidades mentales que necesitas mejorar que piensas que son más relevantes para explorar el tema de hoy. Inicios de frase: Siento que es muy difícil...; A menudo no logro...; No intento...; Una debilidad que siento que tengo es...	Identifica les habilitats mentals que necessites millorar i que creus que són més rellevants per explorar el tema d'avui. Pistes: <i>Em costa...; La major part del temps em resulta difícil...; No intento...; Una debilitat que crec que tinc és...</i>	Εντοπίστε ψυχικές δεξιότητες που χρειάζεται να βελτιώσετε και που πιστεύετε ότι είναι οι πιο σημαντικές στην περίπτωση σας. Υποδείξεις: Νιώθω ότι είναι δύσκολο να... Στις περισσότερες περιπτώσεις, βρίσκω δύσκολο να... Δεν προσπαθώ να... Μια αδυναμία που	Koje mehanizme prevazilaženja (koping) koristiš u teškim trenucima? <i>Promena načina na koji tumačiš događaje, prihvatanje teškoća, izbegavanje teškoća, ometanje, kompenzovanje prijatnim aktivnostima, slušanje muzike, razgovaranje s</i>	Mengenal pasti kemahiran mental yang perlu ditingkatkan yang anda rasa paling relevan untuk meneroka topik hari ini. Petunjuk: Saya berasa sukar untuk...; Kebanyakan masa, saya sukar untuk...; Saya tidak cuba untuk...; Kelemahan

	<i>your daily life, your emotions, your goals and motivation, your thoughts, beliefs and attitudes, your self-image, your behaviour, your social interactions...</i>	Ejemplos: Podrías mencionar tu dificultad para controlar aspectos en tu vida cotidiana, tus emociones, tus objetivos y motivaciones, tus pensamientos, tus creencias y actitudes, tu auto imagen, tu comportamiento, tus interacciones sociales, ...	Exemples: <i>Pots esmentar dificultats per controlar aspectes de la teva vida diària, les teves emocions, els teus objectius i motivació, els teus pensaments, creences i actituds, la teva autoimatge, el teu comportament, les teves interaccions socials...</i>	<i>αισθάνομαι ότι έχω είναι...</i> Παραδείγματα: <i>Μπορείτε να αναφέρετε δυσκολίες στο να ελέγξετε πτυχές της καθημερινής σας ζωής, τα συναισθήματά σας, τους στόχους και την παρακίνησή σας, τις σκέψεις, τις πεποιθήσεις και τις στάσεις σας, την εικόνα του εαυτού σας, τη συμπεριφορά σας, τις κοινωνικές αλληλεπιδράσεις σας...</i> Εντοπίστε τις στρατηγικές αντιμετώπισης που χρησιμοποιείτε σε δύσκολες καταστάσεις σχετικές με το σημερινό θέμα. Παραδείγματα: <i>Μπορείτε να αναφέρετε την αλλαγή πτυχών του εαυτού σας, την αλλαγή του τρόπου ερμηνείας των γεγονότων, την αποδοχή των δυσκολιών, την αποφυγή δυσκολιών, την αποστροφή της προσοχής, την αντιστάθμιση με ευχάριστες δραστηριότητες, την</i>	<i>drugima, izgovori, optuživanje drugih, igranje žrtve...</i>	yang saya rasa saya ada adalah... Contoh: Anda boleh menyebut kesukaran untuk mengawal aspek dalam kehidupan seharian, emosi, matlamat dan motivasi, pemikiran, kepercayaan dan sikap, imej diri, tingkah laku, interaksi sosial...
21	Identify the coping strategies you use in difficult situations related to today's topic. <i>Examples:</i> You might mention changing aspects about yourself, changing the way you interpret events, accepting difficulties, avoiding difficulties, distracting yourself, compensating with pleasurable activities, listening to music, talking to others, making excuses, blaming others, playing the victim...	Identifica las estrategias de afrontamiento que usas en situaciones difíciles relacionadas con el tema de hoy. Ejemplos: Podrías mencionar cambiar aspectos sobre ti mismo, cambiar la forma en la que interpretas los acontecimientos, aceptar las dificultades, evitar las dificultades, distraerte, compensar con actividades placenteras, escuchar música, hablar con otras	Identifica les estratègies d'afrontament que utilitzes en situacions difícils relacionades amb el tema d'avui. Exemples: <i>Pots esmentar canviar aspectes sobre tu mateix, canviar la manera d'interpretar els esdeveniments, acceptar les dificultats, evitar les dificultats, distreure't, compensar amb activitats agradables, escoltar música, parlar amb altres, posar excuses, culpar als altres, fer-se la víctima...</i>	<i>Na kojim mentalnim veštinama bi trebalo da poradiš? Većinu vremena mi je teško da... Ne pokušavam da... Slabost koju osećam da imam je... Verujem da sam veoma loš/la u... Jedva da uspem da izbegnem... Kontrolisanje aspekata svakodnevnog života, emocija, ciljeva i motivacije, svojih misli, uverenja i stavova, svoj self-image, svoje ponašanje, socijalne interakcije...</i>	Na kojim mentalnim veštinama bi trebalo da poradiš? <i>Većinu vremena mi je teško da... Ne pokušavam da... Slabost koju osećam da imam je... Verujem da sam veoma loš/la u... Jedva da uspem da izbegnem... Kontrolisanje aspekata svakodnevnog života, emocija, ciljeva i motivacije, svojih misli, uverenja i stavova, svoj self-image, svoje ponašanje, socijalne interakcije...</i>	Mengenali pasti strategi daya tindak yang anda gunakan dalam situasi sukar yang berkaitan dengan topik hari ini. Contoh: Anda mungkin menyebut mengubah aspek tentang diri anda, mengubah cara anda mentafsirkan sesuatu peristiwa, penerimaan kesulitan, mengelak daripada kesulitan, mengalihkan perhatian, menggantikan dengan aktiviti yang menyenangkan,

personas, poner
excusas, culpar a los
demás, hacerte la
víctima...

*ακρόαση μουσικής, τη
συνομιλία με άλλους,
τη δικαιολογία, το
ρίξιμο ευθυνών στους
άλλους, τον ρόλο του
θύματος...*

mendengar muzik,
bercakap dengan
orang lain, memberi
alasan,
menyalahkan orang
lain, berlakon
sebagai mangsa...

Closing section

22	1) Revise the map. Are there any key concepts that we have not discussed, or which are not noted down and that you think are most relevant to exploring today's topic. 2) Now please rate each of the entries on the summary map with regards to today's topic. 3) Some follow-up activities • Underline especially relevant entries on the map. • Identify relationships between entries in different columns. • Identify aspects that you would like to see changed and	1) Revisa el mapa. ¿Hay algún concepto clave que no hayamos discutido o que no esté anotado y creas que es relevante para explorar el tema de hoy? 2) Valora cada uno de los aspectos clave con respecto al tema de hoy. 3) Algunas actividades de seguimiento. • Subraya conceptos clave especialmente relevantes en el mapa. • Identifica relaciones entre conceptos clave en diferentes columnas. • Identifica aspectos que te gustaría que	1) Revisa el mapa. Hi ha algun concepte clau que no hem discutit, o que no s'ha apuntat i que creus que és més rellevant per explorar el tema d'avui? 2) Ara, si us plau, classifica cadascuna de les entrades al mapa resum respecte al tema d'avui. 3) Algunes activitats de seguiment: • Subratlla les entrades especialment rellevants al mapa. • Identifica les relacions entre les entrades en diferents columnes. • Identifica aspectes que	1) Αναθεώρηση του χάρτη. Υπάρχουν κάποιοι βασικοί όροι που δεν έχουμε συζητήσει ή που δεν έχουν σημειωθεί και πιστεύετε ότι είναι πιο σημαντικοί για την εξερεύνηση του σημερινού θέματος; 2) Τώρα παρακαλώ αξιολογήστε κάθε μία από τις καταχωρήσεις στον χάρτη σύνοψης με αναφορά στο σημερινό θέμα. 3) Ορισμένες δραστηριότητες παρακολούθησης • Υπογραμμίστε τις καταχωρήσεις που είναι ιδιαίτερα σημαντικές στον χάρτη. • Εντοπίστε σχέσεις μεταξύ	1) Pogledaj još jednom celu mapu. Da li postoje neki ključni pojmovi koje nismo diskutovali, ili koji nisu zabeleženi, a smatraš da su bitni za istraživanje današnje teme? 2) Molim te oceni sve pojmove na mapi u vezi sa današnjom temom. 3) Aktivnosti • Podvuci posebno bitne pojmove na mapi • Identifikuj odnose između različitih pojmova • Identifikuj stvari koje bi želeo/la da proмениš i razmisli kako bi mogao/la da ih promeniš • Redovno gledaj mapu u narednih	1) Semak semula peta anda. Adakah terdapat sebarang konsep utama yang belum kita bincangkan, atau yang tidak dicatatkan, dan anda rasa paling relevan untuk meneroka topik hari ini? 2) Sekarang sila menilai setiap kandungan yang dimasukkan di peta ringkasan berkenaan dengan topik hari ini. 3) Aktiviti susulan • Gariskan maklumat yang sangat relevan pada peta. • Kenal pasti hubungan antara maklumat dalam lajur yang berbeza. • Kenal pasti aspek yang anda ingin
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consider how you can change them.
Look at the map routinely for a few weeks and make changes based on your daily experiences.

cambiaran y considera cómo los puedes cambiar.
Mira el mapa con frecuencia durante unas semanas y haz cambios basados en tus experiencias diarias.

t'agradaria veure canviats i considera com pots canviar-los.
• Mira el mapa de forma rutinària durant unes setmanes i fes canvis basats en les teves experiències diàries.

καταχωρήσεων σε διαφορετικές στήλες.
• Εντοπίστε πτυχές που θα θέλατε να δείτε να αλλάζουν και σκεφτείτε πώς μπορείτε να τις αλλάξετε.
• Δείτε τον χάρτη τακτικά για μερικές εβδομάδες και κάντε αλλαγές με βάση τις καθημερινές σας εμπειρίες.

nekoliko nedelja i menjaj je na osnovu svakodnevnih iskustava

berubah dan mempertimbangkan bagaimana anda boleh mengubahnya.
• Melihat peta secara rutin untuk beberapa minggu dan membuat perubahan berdasarkan pengalaman sehari-harian anda.