

CHAPTER 18

ASSESSMENT CATEGORIES

-  Application
-  Communication
-  Knowledge and Understanding
-  Thinking

The Mental Side of Human Performance

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- 6 Chapter Culminating Assignment 275**

1

PERSONALITY AND THE ATHLETE (Textbook pages 422–427)**Key Terms and Definitions**

Define the key terms below in your own words.

Key Term	Definition
gravitational hypothesis	
interactional theory	
personality	
personality states	
personality traits	
Profile of Mood States (POMS)	
sport psychology	

2

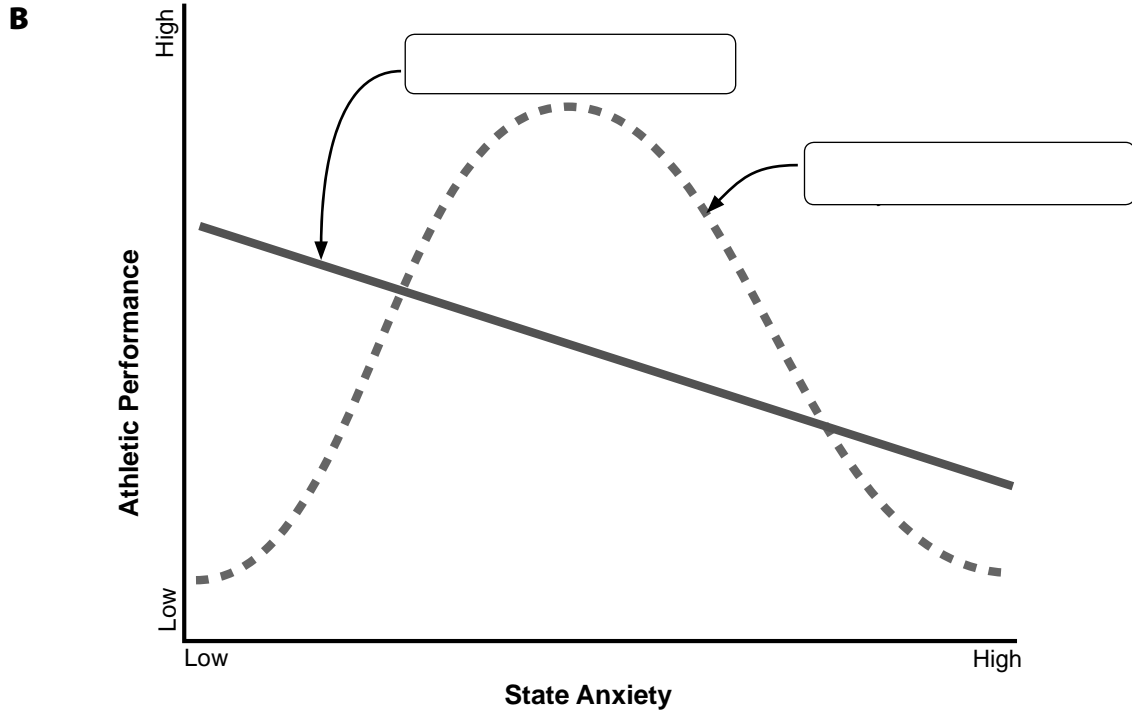
ANXIETY AND ATHLETIC PERFORMANCE (Textbook pages 427–432)**1 Key Terms and Definitions**

Define the key terms below in your own words.

Key Term	Definition
anxiety	
arousal	
cognitive state anxiety	
CSAI-II	
distress	
eustress	
fight or flight	
inverted U	
positive imagery	
positive self-talk	

precompetitive anxiety	
progressive muscular relaxation	
somatic state anxiety	
state anxiety	
stress	
symptoms of distress checklist	
trait anxiety	







③ Relaxation Techniques



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Research has shown that several active strategies can be used by athletes to manage their cognitive state anxiety. With two or three friends, surf the Internet or go to the library to read about popular relaxation techniques. Which ones do you feel would be most successful, and when would be the best time to use them? Invite your classmates to try one or two such techniques and share their results or experiences.

3

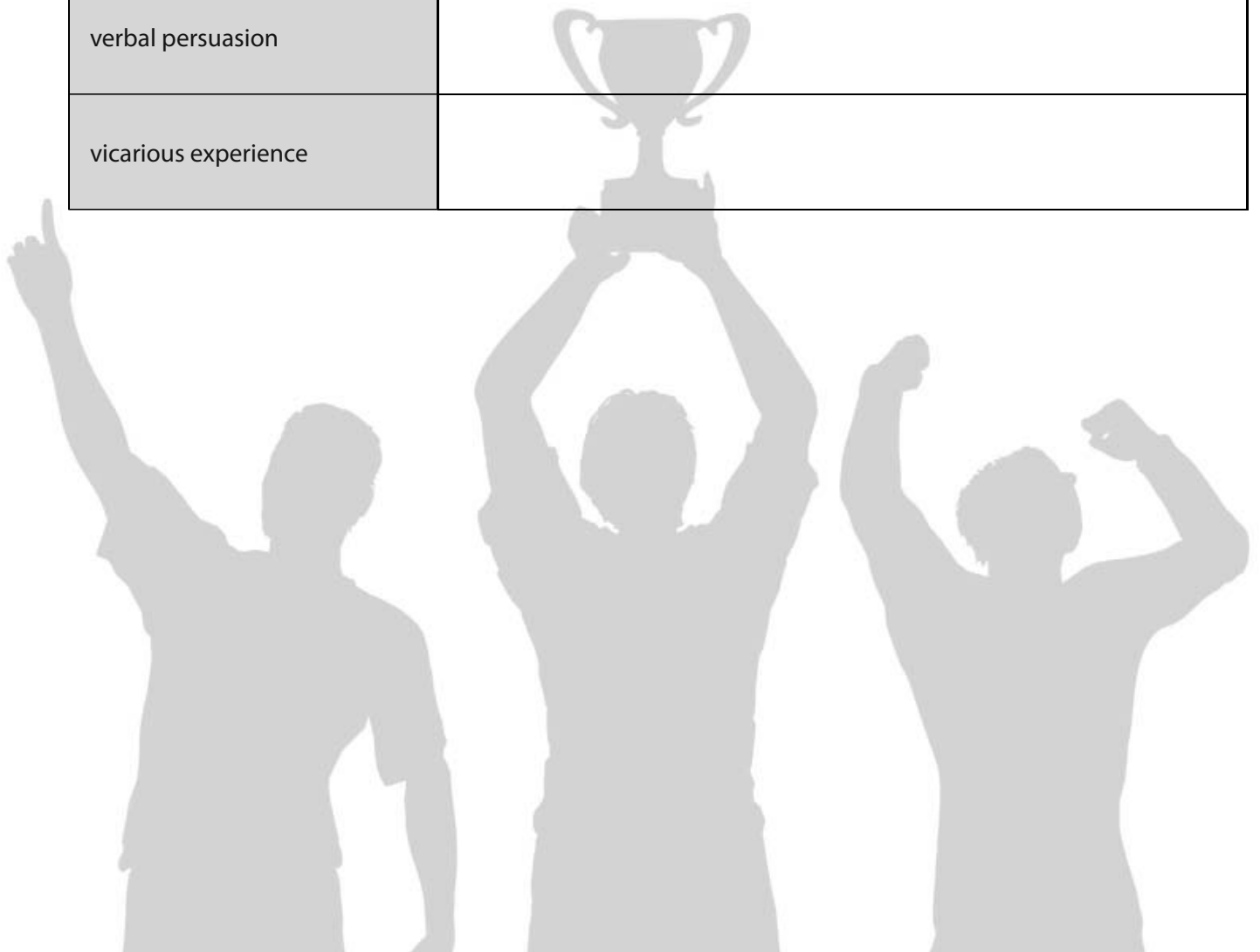
MOTIVATION AND SPORT (Textbook pages 432–439)**1 Key Terms and Definitions**

Define the key terms below in your own words.

Key Term	Definition
achievement motivation	
attribution theory	
emotional arousal	
environmental force	
fear of failure	
intrinsic motivation	
locus of control	
McClelland–Atkinson model	
motivation	
motive to achieve success	



participatory modeling	
personal force	
self-efficacy	
stability	
successful performance	
verbal persuasion	
vicarious experience	



2 Athlete and Nonathlete Interviews

With a friend, interview a varsity athlete in your high school. Ask him or her to identify the factors that motivate the pursuit of success. Report your findings to the class.

Following from the activity above, with a friend, interview a student who is **not** involved in sport or exercise. Ask that person why he or she has no desire to participate. Once again, report your findings to the class.

3 The Desire to Achieve Success

The McClelland–Atkinson model of achievement motivation suggests that achievement motivation is a function of two constructs:

(a) _____ (b) _____

It can be represented by the following equation:

$$\text{achievement motivation} = \text{IM} - \text{CSA}$$

where IM = _____ and

CSA = _____

Using the McClelland–Atkinson model of achievement motivation, explain why Johnny decided to try out for the team in the following scenario:

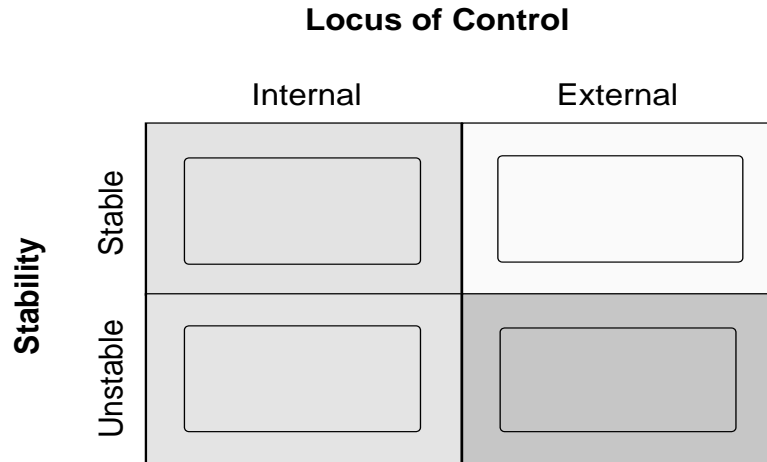
Johnny is a 14-year-old boy who recently moved from a little village called Warren (population: 1,400) to Chicago (population: 3 million). While in Warren, Johnny learned to play hockey and was a member of his high school hockey team. Upon arriving in Chicago, he was encouraged by his father to try out for the hockey team at his new school. At his first practice, Johnny quickly realized that the other boys were much bigger and stronger than he. As such, he was worried whether or not he could make the team. By the same token, he felt his skill level was every bit as good. As well, he didn't want to give up his favorite sport just because he had moved to a new city. After several days of agonizing, he decided to try out for the team.



4 Causal Attribution in Sport

Attribution theory is a cognitive approach to motivation. It assumes that people strive to explain, understand, and predict events based upon their own perceptions. What the athlete believes to be true is important for future motivation.

Fill in the four main factors of the causal attribution classification scheme illustrated below.



Which two attributional factors make up the **personal force**? _____

Which two attributional factors make up the **environmental force**? _____

Read the following four scenarios, and considering the classification scheme you completed above, state which attributional factors (quadrants) best explain what happened and why.

Scenario 1

Tony is a golfer with limited ability and talent who goes golfing with Mr. Nalli. Tony hits a fluky shot and gets a hole-in-one – his first shot goes directly into the hole. The odds of getting a hole-in-one are extremely low, especially for a golfer of Tony's ability.

Scenario 2

You prepared for an important test for three weeks by studying for one hour every night. You gave your very best, but you had no real control over how difficult the test was. You received a mark of 70 percent, which was disappointing considering how hard you studied and what you need in the class to get into university.

Scenario 3

Every golf tournament that Tiger Woods enters, he knows that he can win. He is the best golfer on the face of the earth by a country mile. There is no one that is even close to his ability. Arguably, because of his dominance and his mental stability, he might be the best athlete on the planet. He knows he can beat his opponents, and his opponents think they cannot beat Tiger Woods. He enters his next tournament, and he wins with ease.

Scenario 4

Christine is a superb athlete in the shot-put. Christine is having the season of her life. Every event she participated in this season, she was slightly better than her last event. Today is the state championships. She is competing against the best shot-putters in the state and is the favorite to win gold. Her mental and physical preparation was perfect. She threw the iron ball as far as she could and scored her personal best distance, but she lost the event to someone no one even heard of before. This person broke the state championships record, and Christine finished in second place.

4

AUDIENCE EFFECTS IN SPORT (Textbook pages 439–442)**1 Key Terms and Definitions**

Define the key terms below in your own words.

Key Term	Definition
rivalry	
social facilitation	

2 Audience Effects: Help or Hindrance

In small groups, discuss what audience characteristics would cause you to perform better or worse in a sporting situation. How does your group discussion compare with the research presented in the textbook chapter?

3 How Does the Audience Affect You Personally?

Read through the following audience characteristics, and circle the ones you feel would improve or impede your performance. Remember, there are no right or wrong answers, so answer honestly.

Factor	Improve (I)	Hinder (H)
Large audience	I	H
Small audience	I	H
Supportive audience	I	H
Nonsupportive audience	I	H
Friends present in the audience	I	H
Parents present in the audience	I	H
Opposite sex members present	I	H

Think about how your answers to the questions above might be different if the performance in question related to a competitive game, a practice, or a presentation in the classroom. Would your answers change? Why or why not?

5

CHECK YOUR UNDERSTANDING



Multiple Choice

- Which of the following statements regarding personality and athletes is **false**:
 - Athletes and nonathletes differ in their personality profiles.
 - A clear pattern of personality differences has not yet been identified.
 - Sport personality research has several methodological shortcomings.
 - Athletes are more stable and introverted.
 - None of the above.

Answer: _____

- Which of the following statements regarding the developmental effects of sport on personality best applies:
 - Personality differences between athletes and nonathletes are due to athletic experience.
 - Certain personality traits cause an individual to go out for sports.
 - Both *A* and *B* apply, but research has supported *A* more than *B*.
 - Both *A* and *B* apply, but research has supported *B* more than *A*.
 - Both *A* and *B* apply equally.

Answer: _____

- Which of the following statements regarding anxiety and competition is **true**:
 - Somatic anxiety starts relatively high and remains high and stable as competition approaches.
 - The relationship between somatic state anxiety and athletic performance has been shown to be linear and negative.
 - The relationship between cognitive anxiety and performance takes the form of an inverted U.
 - Increases in somatic anxiety are associated with improved athletic performance up to a certain optimal level.
 - None of the above.

Answer: _____

- Which of the following statements is **false**:
 - Ability is a stable and internal attribute.
 - Task difficulty is a stable and external attribute.
 - Effort is an unstable and internal attribute.
 - Luck is an unstable and external attribute.
 - None of the above.

Answer: _____

- Which of the following statements regarding social-psychological effects on athletic performance is **true**:
 - Social facilitation can be broken down into audience and rivalry.
 - The coaction effect occurs in a situation involving the mere presence of other individuals.
 - The audience effect can be either positive or negative.
 - Social facilitation serves to decrease drive level.
 - Perception of the importance or relevance of audience is indirectly related to drive level.

Answer: _____



Fill in the Blanks

Fill in the blanks for the following statements using words from the **word bank** below. Place the corresponding letter from the word bank in the blank spaces provided.

- Successful athletes are remarkably higher in the mood state of _____.
- The physiological state of readiness and psychological activation is known as _____.
- Self-efficacy is enhanced by four factors: (a) successful _____; (b) _____ experience; (c) _____ persuasion; and (d) emotional _____.
- Whenever an outcome is different from what was expected based on past experience, an athlete tends to endorse a/an _____ attribution.
- The evaluation component refers to the distinction made between whether or not the _____ is perceived as important.

Word Bank

- | | | |
|----------------|----------------|--------------|
| a. arousal | e. performance | i. unstable |
| b. attribution | f. stable | j. verbal |
| c. audience | g. stress | k. vicarious |
| d. eustress | h. tension | l. vigor |



True or False

Indicate whether each statement is **true (T)** or **false (F)**. If the statement is false, provide the correct answer.

1. The psychological characteristics of an athlete that remain stable over time are known as personality states.

Answer: _____

2. Bad stress is called anxiety.

Answer: _____

3. Environmental force is composed of the attributional factors of locus of control and luck.

Answer: _____; _____

4. We cannot predict athletes' future expectations about performance based on the types of attributions they give for their present performance.

Answer: _____

5. It is advantageous to allow audience access to practices in the early stages of learning.

Answer: _____



Think and Link



1. Explain the importance of successful performance to improving self-efficacy, and provide one thorough example of what you feel is the most effective way to develop self-efficacy through successful performance.

2. The Cleveland Cavaliers, led by MVP LeBron James, were 39–2 at home in the 2008–2009 NBA regular season – virtually unbeatable on their home court. Why do you feel that home court advantage is such a huge factor for success in some professional sports?

Rubric

Level R	Level 1	Level 2	Level 3	Level 4
Student did not provide a satisfactory reflective response, and it was missing several of the required components.	Student provided a marginal reflective response that was missing more than one of the required components.	Student provided a satisfactory reflection that may have been missing one of the required components.	Student provided a well-written reflection that was not missing any of the required components.	Student provided a thorough and detailed reflection that met all of the required components.
Student's writing was not clear or insightful.	Student presented the ideas with some insight and clarity.	Student presented the ideas with satisfactory insight and clarity.	Student presented the ideas with considerable insight and clarity.	Student presented the ideas with thorough and exemplary insight and clarity.
Additional research was not conducted.	Additional research was conducted but not accurately cited.	Additional research was conducted with marginal citation.	Additional research was prevalent and cited with accuracy.	Additional research was in abundance as student went beyond the parameters of the assignment and cited work with no errors.

Name: _____

Overall level of achievement: _____

Feedback: _____
