

ESS220 Fall 2011 Final Test – 20% of Final Grade
Bank of Test Questions (50 will be chosen from these 129 questions)

Chapter 1 Introduction

1. Introduction

Sport psychology specialists have three roles. These include

- a. teaching, researching, and consulting
- b. teaching, administration, and consulting
- c. research, administration, and teaching
- d. teaching, intervention, and research
- e. intervention, teaching, and consulting

26. Introduction

Which of the following is NOT a current or future trend in the field of sport and exercise psychology?

- a. more emphasis on training in clinical psychology and counseling
- b. increase in quantitative research methodologies
- c. increased emphasis on ethics and competency
- d. increased interest in psychological skills training
- e. continuing tension between academic and applied sport psychology

Chapter 2 Personality

1. Personality

Trait anxiety refers to _____ anxiety, whereas state anxiety refers to _____ anxiety.

- a. general; momentary
- b. momentary; general
- c. competitive; noncompetitive
- d. noncompetitive; competitive

6. Personality 6

Which of the following is not a subscale from the Athletic Coping Skills Inventory?

- a. concentration
- b. coachability
- c. goal setting
- d. imagery
- e. freedom from worry

7. Personality 7

Test anxiety is an example of a

- a. trait measure
- b. state measure
- c. situation-specific trait measure
- d. situation-specific state measure

11. Personality11

The situational approach to personality assumes that

- a. individuals behave differently across situations
- b. individuals behave similarly across situations
- c. if the situation is strong, the effect of personality traits would be minimal
- d. a and b
- e. a and c

13. Personality13

The trait approach to personality assumes that

- a. people behave differently in different situations
- b. people behave similarly in different situations
- c. personality does not change much over time
- d. a and c
- e. b and c

16. Personality16

Which is NOT an example of a situation-specific sport inventory?

- a. Sport Competition Trait Anxiety Test
- b. Group Environment Questionnaire
- c. Profile of Mood States
- d. Trait-Sport Confidence Inventory
- e. Competitive State Anxiety Inventory

18. Personality18

Researchers have recently used the Athletic Coping Skills Inventory (ACSI) to investigate the relationship between coping skills and performance. Results have indicated that

- a. good psychological coping skills help athletes get the most out of their ability
- b. good psychological coping skills are associated with continued involvement in professional baseball
- c. the ACSI is a good tool to use for team selection
- d. a and b

Chapter 3 Motivation

1. Motivation

Participant motivation is usually the result of

- a. personal factors
- b. situational factors
- c. a combination of personal and situational factors
- d. the history of success or failure

9. Motivation 9

Which of the following statements is (are) true?

- a. Mastery goals should be used more often than outcome goals.
- b. Feedback to athletes should emphasize attributing their success to high ability and high effort.
- c. Lack of ability, rather than lack of effort, should be emphasized after a failure.
- d. a and c
- e. a and b

11. Motivation11

"A disposition to strive for satisfaction when making comparisons with some standard of excellence in the presence of evaluative others" is the definition of which of the following?

- a. achievement motivation
- b. self-esteem
- c. self-confidence
- d. self-concept
- e. competitiveness

14. Motivation14

The interactional view of motivation claims that motivation is an interaction of which two factors?

- a. person and situation
- b. goals and coach's style
- c. personality and goals
- d. personality and needs
- e. goals and win-loss record

15. Motivation15

An athlete is more motivated when she plays against competitors who are better than she is than when she plays better than her competitors. This is an example of which approach to motivation?

- a. trait-centered
- b. situational
- c. interactional
- d. individual

16. Motivation16

Which is the most widely endorsed view of motivation taken by sport psychologists?

- a. trait-centered
- b. situational
- c. interactional
- d. individual

17. Motivation17

Motivated behavior is primarily a function of individual characteristics. This is consistent with which view of motivation?

- a. trait-centered
- b. situational

19. Motivation19

In a general sense, motivation can be defined as

- a. the intensity and direction of one's effort
- b. the direction and width of one's effort
- c. the intensity of one's effort
- d. the direction of one's effort
- c. individual
- d. interactional

20. Motivation20

Bill is always concerned with comparing his ability to others' and with winning. Thus, Bill has

- a. a mastery goal orientation
- b. a task goal orientation
- c. an attribution goal orientation
- d. an outcome goal orientation
- e. an achievement goal orientation

25. Motivation25

Which of the following is NOT a stage of development in competitiveness and achievement motivation?

- a. autonomous competence stage

- b. integrated stage
- c. social-comparison stage
- d. perceived competence stage

27. Motivation27

Competence motivation theory was based on the research of developmental psychologist

- a. Tara Scanlan
- b. Susan Harter
- c. Thelma Horn
- d. Glyn Roberts
- e. Albert Bandura

28. Motivation28

Which type of motivational climate is associated with the most adaptive motivational changes?

- a. mastery
- b. performance
- c. outcome
- d. decision making
- e. attributional

29. Motivation29

A task goal orientation will usually lead to which of the following?

30. Motivation30

The sport-specific form of achievement motivation is called

- a. competitiveness
 - b. confidence
 - c. mental preparation
 - d. mental toughness
-
- a. persistence in the face of failure
 - b. selecting a very difficult task or opponent
 - c. a strong work ethic
 - d. a and c
 - e. a and b

38. Motivation38

For high achievers, which situation provides the MOST incentive for engaging in achievement behavior?

- a. 50% chance of success
- b. 25% chance of success

- c. 75% chance of success
- d. 60% chance of success
- e. 10% chance of success

Chapter 4 Arousal And Anxiety

2. Arousal Anxiety 2

A substantial imbalance between demand and response capability under conditions in which failure has important consequences refers to

- a. arousal
- b. sensational pressure
- c. stress
- d. state anxiety
- e. trait anxiety

3. Arousal Anxiety 3

There is a positive correlation between one's level of

- a. cognitive anxiety and somatic anxiety
- b. trait anxiety and state anxiety
- c. arousal and stress
- d. a and c
- e. b and c

4. Arousal Anxiety 4

Physiological responses occur in which stage of the stress process?

- a. stage 1
- b. stage 2
- c. stage 3
- d. stage 4
- e. stage 5

5. Arousal Anxiety 5

Arousal refers to the

- a. direction of motivation
- b. intensity of motivation
- c. frequency of motivated behavior
- d. interaction of cognition and emotions
- e. a and d

9. Arousal Anxiety 9

A highly trait-anxious athlete (compared to a less trait-anxious athlete) would perceive competition as

- a. more threatening and less anxiety producing
- b. less threatening and less anxiety producing
- c. more threatening and more anxiety producing
- d. less threatening and more anxiety producing

11. Arousal Anxiety11

Which theory predicts a linear relationship between arousal and performance?

- a. catastrophe theory
- b. drive theory
- c. inverted theory
- d. individualized zones of optimal functioning
- e. reversal theory

12. Arousal Anxiety12

The linear relationship between arousal and performance suggests that

- a. as arousal increases, performance decreases
- b. as arousal decreases, performance decreases
- c. as arousal increases, performance increases
- d. as arousal decreases, performance increases
- e. arousal performance increases to an optimal level, and beyond this, performance decreases

13. Arousal Anxiety13

A moment-to-moment change in one's perceived physiological activation is referred to as

- a. cognitive state anxiety
- b. somatic state anxiety
- c. activation
- d. trait anxiety
- e. stress

14. Arousal Anxiety14

According to the catastrophe model, a "catastrophe" occurs with

- a. high state and trait anxiety
- b. high physiological and somatic anxiety
- c. high cognitive anxiety and high physiological arousal

- d. high somatic anxiety and low physiological arousal
- e. low state and high trait anxiety

15. Arousal Anxiety15

In Hanin's work on individualized zones of optimal functioning, he argues that for best performance to occur, an athlete needs

- a. an optimal level of state anxiety
- b. an optimal level of trait anxiety
- c. an optimal level of state anxiety and other emotions
- d. an optimal level of arousal
- e. an optimal level of physiological arousal

16. Arousal Anxiety16

Increased arousal affects attentional focus in which of the following ways?

- a. narrowing of focus
- b. broadening of focus
- c. increase of scanning
- d. a and b
- e. b and c

17. Arousal Anxiety17

A quarterback needs to shift his attentional focus from surveying the field for receivers to delivering a pass. This shift would be from

- a. broad-external to broad-internal
- b. broad-external to broad-external
- c. broad-external to narrow-external
- d. broad-external to narrow-internal
- e. narrow-external to broad-external

18. Arousal Anxiety18

One's general level of anxiety that stays relatively stable over time refers to

- a. trait anxiety
- b. state anxiety
- c. cognitive anxiety
- d. somatic anxiety
- e. arousal

19. Arousal Anxiety19

In evaluative situations, individuals with high trait anxiety tend to exhibit

- a. high arousal
- b. low state anxiety
- c. high state anxiety
- d. high somatic anxiety
- e. low cognitive anxiety

20. Arousal Anxiety²⁰

The inverted-U hypothesis predicts that

- a. as arousal increases, performance decreases
- b. arousal can be either too low or too high
- c. top performance occurs at a moderate level of arousal
- d. a and c
- e. b and c

24. Arousal Anxiety²⁴

Which of the following is NOT symptomatic of heightened state anxiety?

- a. profuse sweating
- b. slowed breathing
- c. increased muscle tension
- d. inability to concentrate
- e. sleeping difficulties

25. Arousal Anxiety²⁵

Multidimensional anxiety theory predicts

- a. a negative relationship between cognitive anxiety and performance
- b. an inverted-U relationship between somatic anxiety and performance
- c. an inverted-U relationship between cognitive anxiety and performance
- d. a and c
- e. a and b

29. Arousal Anxiety²⁹

The catastrophe theory suggests that performance is determined by a complex interaction of

- a. arousal and stress
- b. arousal and trait anxiety
- c. arousal and state anxiety
- d. physiological arousal and cognitive anxiety
- e. state and trait anxiety

Chapter 6 Intrinsic Motivation & Flow

26. Motivation26

Flow is maximized when you are competing against an opponent

- a. of equal ability
- b. of better ability than yours
- c. of worse ability than yours
- d. of the same gender

27. Motivation27

Which of the following is NOT a dimension of flow?

- a. balance of skill and challenge
- b. clear goals
- c. merging of action and awareness
- d. high levels of arousal
- e. loss of self-consciousness

28. Motivation28

Which of the following is seen as the most extrinsically motivated behavior?

- a. introjected regulation
- b. external regulation
- c. identified regulation
- d. integrated regulation
- e. internal regulation

32. Motivation32

The study by Lepper and Greene investigating the effects of external rewards on intrinsic motivation of children found that

- a. the type of reward was important regarding its effects on intrinsic motivation
- b. the expected reward condition had the lowest levels of intrinsic motivation (compared to no reward and unexpected rewards)
- c. the expected reward condition had the highest levels of intrinsic motivation (compared to no reward and unexpected rewards)
- d. a and b
- e. a and c

38. Motivation38

Which of the following statements is (are) true?

- a. Every reward has both controlling and preparation aspects to it.
- b. A negative coaching style (mostly critical in nature) can lead to a decrease in intrinsic motivation.
- c. Rewarding for mere participation in a sport will typically undermine the participant's intrinsic motivation.
- d. a and b
- e. b and c

39. Motivation39

Receiving a reward that provides feedback concerning an athlete's sense of competence is an example of

- a. the controlling aspect of reward
- b. the informational aspect of reward
- c. the behavioral aspect of reward
- d. the intuitive aspect of reward

40. Motivation40

Rewards typically undermine intrinsic motivation when the reward is

- a. for mere participation
- b. tied to the quality of one's performance
- c. informational in nature
- d. a and b
- e. a and c

41. Motivation41

Research by psychologists such as Edward Deci has shown that

- a. extrinsic rewards undermine intrinsic motivation
- b. extrinsic rewards do not undermine intrinsic motivation
- c. intrinsic and extrinsic motivation are additive
- d. a and c

Chapter 7 Group Dynamics

5. Dynamics 5

Which of the following is (are) part of the norming stage?

- a. role acceptance
- b. increase in cooperation and solidarity
- c. conflict resolution

- d. all of the above
- e. a and c

8. Dynamics 8

Role clarity refers to

- a. accepting and being willing to carry out your specific role for the team
- b. understanding exactly what your role is for the team
- c. the formal roles of a team or organization
- d. a and c

9. Dynamics 9

Role acceptance depends on

- a. autonomy
- b. feedback and role recognition
- c. team norms
- d. a and b
- e. a and c

24. Dynamics24

Which of the following can help reduce the occurrence of social loafing?

- a. increasing identifiability
- b. breaking down the team into smaller units
- c. increasing the arousal level of the athletes
- d. a and b

25. Dynamics25

Social loafing is increased under which of the following conditions?

- a. task is perceived high in meaningfulness
- b. the individual's teammates are low in ability
- c. a comparison against group standards is not possible
- d. a and b
- e. a and c

Chapter 8 Cohesion

2. Group Cohesion 2

The common thread among the definitions of cohesion is that cohesion is made up of what two basic dimensions?

- a. task and social cohesion

- b. task and organizational cohesion
- c. social and organizational cohesion
- d. psychological and organizational cohesion
- e. psychological and social cohesion

3. Group Cohesion 3

Which of the following is NOT an antecedent to cohesion according to Carron's model?

- a. environmental factors
- b. team factors
- c. organizational factors
- d. leadership factors
- e. personal factors

4. Group Cohesion 4

The number of athletes holding scholarships and the eligibility requirements are examples of which antecedent of cohesion?

- a. environmental factors
- b. team factors
- c. organizational factors
- d. leadership factors
- e. personal factors

6. Group Cohesion 6

According to Carron and Dennis, the most important personal factor regarding the development of social and task cohesion is

- a. socioeconomic status
- b. gender
- c. individual satisfaction
- d. age
- e. race

9. Group Cohesion 9

Which of the following is NOT a construct identified in the Group Environment Questionnaire?

- a. group integration-task
- b. group integration-social
- c. group attraction-environmental
- d. individual attraction to group-task
- e. individual attraction to group-social

14. Group Cohesion14

The Group Environment Questionnaire was developed to distinguish between

- a. individual and group concerns
- b. task and social concerns
- c. normative and role relations
- d. a and b
- e. b and c

18. Group Cohesion¹⁸

Which of the following statements is (are) true?

- a. There is a positive relationship between both task and social cohesion and performance.
- b. There is a positive relationship between only social cohesion and performance.
- c. There is no relationship between task cohesion and performance.
- d. There is a negative relationship between task cohesion and performance.
- e. a and b

19. Group Cohesion¹⁹

Which of the following statements is true?

- a. The cohesion-performance relationship is positive for both interactive and coactive sports.
- b. The cohesion-performance relationship is positive for only interactive sports.
- c. The cohesion-performance relationship is negative for only interactive sports.
- d. The demands of the sport do not influence the cohesion-performance relationship.

25. Group Cohesion²⁵

Which of the following sports require the highest level of task cohesion?

- a. golf and archery
- b. basketball and ice hockey
- c. swimming and tennis
- d. baseball and wrestling
- e. volleyball and bowling

Chapter 9 Leadership

12. Leadership¹²

The definition of leadership usually seen in the literature is

- a. the behavioral process of influencing individuals and groups toward set goals
- b. being a positive role model
- c. the process of creating change in groups and individuals

d. the process of keeping a group working together without conflicts

1. Leadership

The Leadership Scale for Sports identifies which coaching behaviors?

- a. social support
- b. democratic behavior
- c. administrative behavior
- d. a and b
- e. a and c

3. Leadership 3

"Great leaders are born, not made." This statement is an example of which approach to leadership?

- a. situational
- b. trait
- c. behavioral
- d. situational-behavioral
- e. trait-behavioral

4. Leadership 4

"Great leaders are made, not born." This statement is an example of which approach to leadership?

- a. trait
- b. behavioral
- c. situational
- d. situational-behavioral
- e. trait-behavioral

21. Leadership21

According to Chelladurai's multidimensional model of sport leadership, which of the following are categories of leader behavior?

- a. required leader behavior
- b. preferred leader behavior
- c. perceived behavior

- d. a and b
- e. b and c

23. Leadership23

According to the multidimensional model of sport leadership, performance and satisfaction are a function of the degree of congruence among

- a. three types of leader behavior
- b. motivation of the leader
- c. leadership style
- d. situational characteristics
- e. member characteristics

31. Leadership31

The interactional model(s) of leadership targeted for sport is (are) known as the

- a. multidimensional model of sport leadership
- b. cognitive-behavioral model of leadership
- c. cognitive-mediational model of leadership
- d. a and c
- e. a and b

Chapter 11 Psychological Skills

1. Psychological Skills

Ideally, a PST program should be planned, implemented, and supervised by a

- a. coach
- b. general manager
- c. AASP-certified sport psychology consultant
- d. coach and athlete
- e. NASPSPA-certified sport psychology consultant

11. Psychological Skills11

In conducting research on the mental preparation of Canadian Olympic athletes, Orlick and Partington found that athletes who performed up to their potential

- a. developed competitive plans
- b. received more feedback from coaches
- c. had more extroverted personalities
- d. a and b
- e. a and c

17. Psychological Skills17

When new psychological skills are being learned, how long should they generally be practiced?

- a. 5 days a week, 60 minutes a day
- b. 3 to 5 days a week, 15 to 30 minutes a day
- c. twice a week, 30 minutes a day
- d. 5 days a week, 45 to 60 minutes a day

e. 3 days a week, 60 minutes a day

19. Psychological Skills19

PST takes what type of approach to mental training?

- a. clinical
- b. counseling
- c. educational
- d. philosophical
- e. pragmatic

20. Psychological Skills20

A baseball player's slump can be caused by what kind(s) of problems?

- a. psychological
- b. biomechanical
- c. physiological
- d. all of the above
- e. a and c

21. Psychological Skills21

What is the best way to get information concerning an athlete's psychological strengths and weaknesses?

- a. psychological inventories
- b. an oral interview
- c. an oral interview and psychological inventories
- d. projective and objective psychological inventories

Chapter 12 Arousal Regulation

7. Arousal Regulation 7

The premise of stress inoculation training is to

- a. expose the person to increasing amounts of stress, thereby enhancing the person's immunity to stress
- b. teach both somatic and cognitive anxiety skills
- c. teach people that stress is predominantly in their minds
- d. teach people to appraise stressful situations

9. Arousal Regulation 9

Using an electronic monitoring device that can detect and amplify internal responses not

ordinarily available to us is known as

- a. systematic desensitization
- b. classical conditioning
- c. biological mapping
- d. biofeedback
- e. biological conditioning

10. Arousal Regulation10

Effective breathing occurs from the

- a. diaphragm
- b. central chest
- c. upper chest
- d. throat

14. Arousal Regulation14

Progressive relaxation was developed by

- a. Herbert Benson
- b. Ken Ravizza
- c. Edmund Jacobson
- d. Rainer Martens
- e. Daniel Gould

16. Arousal Regulation16

Excess anxiety can produce

- a. inappropriate muscle tension
- b. inappropriate thoughts
- c. somatic (physiological) reactions
- d. all of the above
- e. a and c

19. Arousal Regulation19

The matching hypothesis refers to

- a. matching athletes with coaches to reduce anxiety levels
- b. matching athletes with other athletes of similar anxiety levels
- c. matching the type of anxiety management technique to the specific anxiety problem of each athlete
- d. matching athletes to the sport that is least anxiety provoking to them

20. Arousal Regulation20

Which of the following is NOT a coping strategy typically employed by elite athletes?

- a. social support (from friends, coaches, family)
- b. time management
- c. thought control
- d. superstition
- e. rational thinking via self-talk

29. Arousal Regulation29

Which of the following can increase activation?

- a. using positive mood words
- b. slowing down the breathing rate
- c. listening to energizing music
- d. a and c
- e. b and c

Chapter 13 Imagery

1. Imagery

Basic imagery training involves

- a. controllability and awareness
- b. controllability and vividness
- c. vividness and relaxation
- d. relaxation and awareness
- e. relaxation and controllability

2. Imagery 2

Imagery involves which of the following senses?

- a. visual
- b. auditory
- c. kinesthetic
- d. all of the above
- e. a and b

3. Imagery 3

Which of the following is NOT a use of imagery?

- a. building confidence
- b. improving concentration

- c. reducing the amount of physical practice time
- d. controlling emotional responses
- e. coping with pain and injury

4. Imagery 4

Research using U.S. and Canadian Olympic athletes has shown that approximately what percent of athletes use imagery?

- a. 50%
- b. 75%
- c. 95%
- d. 85%
- e. 60%

14. Imagery14

Internal imagery (as compared to external imagery) makes it easier for an athlete to experience which of the following senses?

- a. kinesthetic
- b. auditory
- c. visual
- d. olfactory

20. Imagery20

Which of the following statements is (are) true?

- a. Imagery can't help performance; only hard physical practice can.
- b. Imagery can make an average athlete great.
- c. Imagery can improve performance if it is done systematically.
- d. a and c
- e. b and c

21. Imagery21

An optimal time to use imagery is

- a. before and after practice
- b. before and after competition
- c. during breaks in the action
- d. all of the above
- e. a and b

22. Imagery22

Which of the following statements is (are) true?

- a. Individuals should image only successful events.
- b. Individuals should image mostly unsuccessful events.
- c. Individuals should image mostly successful events but also learn to cope with an occasional failure.
- d. a and c

24. Imagery24

Which of the following statements is (are) FALSE?

- a. Imagery is more effective when individuals are higher in imagery ability.
- b. Imagery ability is defined in terms of image vividness and controllability.
- c. There are no differences in imagery ability between successful and less successful performers.
- d. a and c
- e. a and b

28. Imagery28

According to Pavio's work on the different functions of imagery, a person's imagery of staying relaxed under pressure would be an example of

- a. motivational-specific imagery
- b. motivational-general imagery
- c. cognitive-general imagery
- d. cognitive-specific imagery
- e. somatic-motivational imagery

29. Imagery29

Which of the following statements is (are) true?

- a. According to Mahoney and Avenier's study, gymnasts who qualified for the 1976 Olympic team tended to use external imagery.
- b. External imagery refers to viewing yourself from the perspective of an external observer.
- c. External imagery produces significantly better performance than internal imagery.
- d. a and b
- e. b and c

Chapter 14 Self-Confidence

14. Self-Confidence14

Confidence is usually defined by sport psychologists as the

- a. belief that you can successfully perform a desired behavior
- b. inner self

- c. equivalent of self-esteem
- d. belief that you can do anything you desire if you set your mind to it

15. Self-Confidence15

Self-efficacy has been used interchangeably with

- a. self-esteem
- b. self-confidence
- c. self-motivation
- d. self-concept
- e. self-fulfilling prophecy

2. Self-Confidence 2

One's confidence can change as the situation changes. This is known as

- a. trait self-confidence
- b. state self-confidence
- c. situational self-confidence
- d. cognitive self-confidence
- e. naturally occurring self-confidence

24. Self-Confidence24

The relationship between confidence and performance is

- a. positive linear
- b. negative linear
- c. curvilinear
- d. negatively accelerated
- e. positively accelerated

3. Self-Confidence 3

Sport self-confidence is currently viewed as

- a. a trait variable
- b. a state variable
- c. statelike or traitlike depending on the situation
- d. an affective variable
- e. a cognitive variable

13. Self-Confidence13

Self-efficacy theory was originated by

- a. Charley Hardy
- b. Tara Scanlan
- c. Albert Bandura
- d. Larry Brawley
- e. Joseph Wolpe

27. Self-Confidence²⁷

The strongest and most dependable information on which to base self-efficacy judgments comes from

- a. vicarious experiences
- b. performance accomplishments
- c. emotional states
- d. verbal persuasion
- e. physiological states

29. Self-Confidence²⁸

Which of the following is (are) NOT a major source(s) of self-efficacy?

- a. parental expectations
- b. performance accomplishments
- c. emotional arousal
- d. vicarious experiences
- e. a and d

Chapter 15 Goal Setting

6. Goal Setting⁶

Directing a performer's attention to important elements of a skill is

- a. one way in which goal setting can influence performance
- b. one indirect thought process that explains goal setting's impact on athletes
- c. not really a part of a systematic goal-setting program because most athletes can direct their own attention appropriately
- d. the same thing as mobilizing the athlete's effort
- e. b and c

7. Goal Setting⁷

The mechanistic explanation for the effectiveness of goal setting includes

- a. directing the performer's attention to important elements of a skill
- b. mobilizing effort and increasing persistence by providing incentives
- c. the development and employment of new learning strategies
- d. all of the above
- e. a and b

10. Goal Setting10

Having a goal to win the race is an example of a(n) _____ goal, whereas having a goal to "improve my best time" is an example of a(n) _____ goal.

- a. outcome; performance
- b. process; outcome
- c. outcome; ego-oriented
- d. subjective; objective
- e. a and c

11. Goal Setting11

According to the text, goals should be

- a. extremely difficult so that only 10% of your players can reach them
- b. easy enough to achieve so that self-esteem is enhanced
- c. difficult enough to be a challenge, yet realistic enough to achieve
- d. set to the same value (e.g., the same score, the same time) for everyone on the same team so that no one is singled out as a favorite
- e. c and d

19. Goal Setting19

In developing a goal-setting program, it is important for individuals to set

- a. only performance goals
- b. performance and process goals
- c. process and outcome goals
- d. process, performance, and outcome goals
- e. performance and outcome goals

26. Goal-Setting

In a recent study by Gano-Overway 2008, what type of athletes performed the best under failure feedback?

- a. ego-oriented
- b. task-oriented
- c. relationship-oriented
- d. competitive-oriented
- e. autocratic-oriented

Chapter 16 Concentration

2. Concentration 2

Which of the following is NOT a key element included in most definitions of concentration?

- a. the ability to focus attention on the relevant cues
- b. maintaining attentional focus for the duration of the competition
- c. the ability to narrow attentional focus in all situations
- d. having the proper attentional focus depending on the situation

3. Concentration 3

High scores on the BIT subscale of Nideffer's TAIS indicate

- a. an ability to effectively integrate many external stimuli simultaneously
- b. an ability to effectively integrate several ideas at one time
- c. a tendency to become confused and overloaded with external stimuli
- d. chronically narrowed attention
- e. an ability to effectively narrow attention when it is appropriate

5. Concentration 5

The narrowing and internal focus associated with choking can result in

- a. impaired timing
- b. increased coordination
- c. poor judgment and decision making
- d. a and c
- e. a and b

6. Concentration 6

According to the text, "choking" should be defined as

- a. a bad performance at a critical time of competition
- b. a process that leads to impaired performance
- c. making a mistake that costs you or your team a victory
- d. making a mistake that is emotionally important to an athlete

8. Concentration 8

Athletes with a preference for a broad-external focus

- a. are seldom distracted by an audience
- b. rarely try too hard to please others
- c. seem to notice everything that is happening around them
- d. are well prepared to act as a coach or informal leader
- e. b and c

13. Concentration 13

Top athletes seem to be able to do just the right thing at just the right time. From an attentional perspective, research has shown that this is mostly due to their ability to

- a. analyze situations more quickly and use more anticipatory cues
- b. use a narrow-external focus
- c. use a broad-external focus
- d. use a narrow-internal focus
- e. analyze situations by using imagery and positive self-talk

15. Concentration15

If a golfer shifts attention just before a tee shot, from the length of the fairway and the direction of the wind to focusing only on the ball, her attention has shifted from _____ to _____.

- a. broad-internal; narrow-external
- b. broad-internal; narrow-internal
- c. broad-external; narrow-internal
- d. broad-external; narrow-external

16. Concentration16

An example of Nideffer's broad-external type of attentional focus is

- a. a basketball point guard's rapidly assessing the positioning of the defense while on a fast break
- b. a coach's analyzing the game plan prior to the start of the competition
- c. a baseball pitcher's focusing on the catcher's mitt just before beginning his pitch
- d. a wrestler's practicing mental imagery on the bus ride to a meet
- e. a basketball player's sighting the rim while on the free-throw line

19. Concentration19

Using a trigger word to stop negative self-statements is called

- a. thought stopping
- b. attentional narrowing
- c. external attentional focus
- d. peripheral narrowing
- e. tunnel vision

23. Concentration23

In preparing for a major competition, many elite athletes structure training to put themselves under the same sort of pressure encountered during the actual competition. This is an example of

- a. mental rehearsal
- b. precompetitive routines
- c. precompetitive plans
- d. simulation training
- e. cognitive-behavioral interventions

26. Concentration26

According to Nideffer, effective attenders indicate that they can

- a. deal well with a multitude of stimuli from both external and internal sources
- b. effectively switch their attention from broad to narrow focus when necessary
- c. attend to many stimuli (both internally and externally) while often becoming overloaded with too much information
- d. a and b
- e. a and c

27. Concentration²⁷

Which of the following is NOT a subscale of the Test of Attentional and Interpersonal Style (TAIS)?

- a. external overload
- b. reduced focus
- c. broad-internal
- d. internal overload
- e. broad-narrow

36. Concentration³⁵

A response to either good or bad performances that causes a personal, ego-involved reaction during competition is known as

- a. judgmental thinking
- b. nonjudgmental thinking
- c. ego thought
- d. paralysis by analysis

40. Concentration³⁹

The concept of attentional alertness operates under the assumption that increases in arousal

- a. narrows attention
- b. broadens attention
- c. enhances attention
- d. disrupts attention

Chapter 22 Children in Sport

10. Development¹⁰

Research has indicated that participants in youth sport differ from dropouts in what psychological attribute?

- a. perceived competence
- b. trait anxiety

- c. self-esteem
- d. independence
- e. self-motivation

11. Development11

A good way to enhance young athletes' perceptions of their abilities is to have them

- a. focus on winning
- b. focus on comparing their performance to that of other athletes
- c. focus on improving their own performance
- d. a and b

13. Development13

The reasons given most often for participating in youth sport are

- a. extrinsic in nature
- b. intrinsic in nature
- c. equally divided between intrinsic and extrinsic motives
- d. situational in nature
- e. personal in nature

25. Development25

Which of the following is (are) NOT among situational variables that cause increased state anxiety in young athletes?

- a. game outcome (i.e., winning versus losing)
- b. event importance
- c. type of sport (i.e., individual versus team)
- d. coaching style
- e. c and d