



Mental Toughness & Resilience In Today's Student Athlete

"GOOD IS THE ENEMY OF GREAT"



**PLAY LIKE
A CHAMPION
TODAY**



"IT IS WITHIN THESE TRENCHES
THAT WE ENJOY THE PURSUIT
OF OUR ATMOSPHERIC POTENTIAL
SO THAT OUR DREAMS BECOME
REAL ON THE FIELD OF BATTLE"

Mental Toughness Defined

*“Mental toughness is having the **natural** or **developed** psychological edge that enables you to:*

- **Generally**, cope better than your opponents with the many demands (competition, training and lifestyle) that sports places on a performer.*
- **Specifically**, be more consistent and better than your opponents in remaining determined, focused, confident and in control under pressure.*

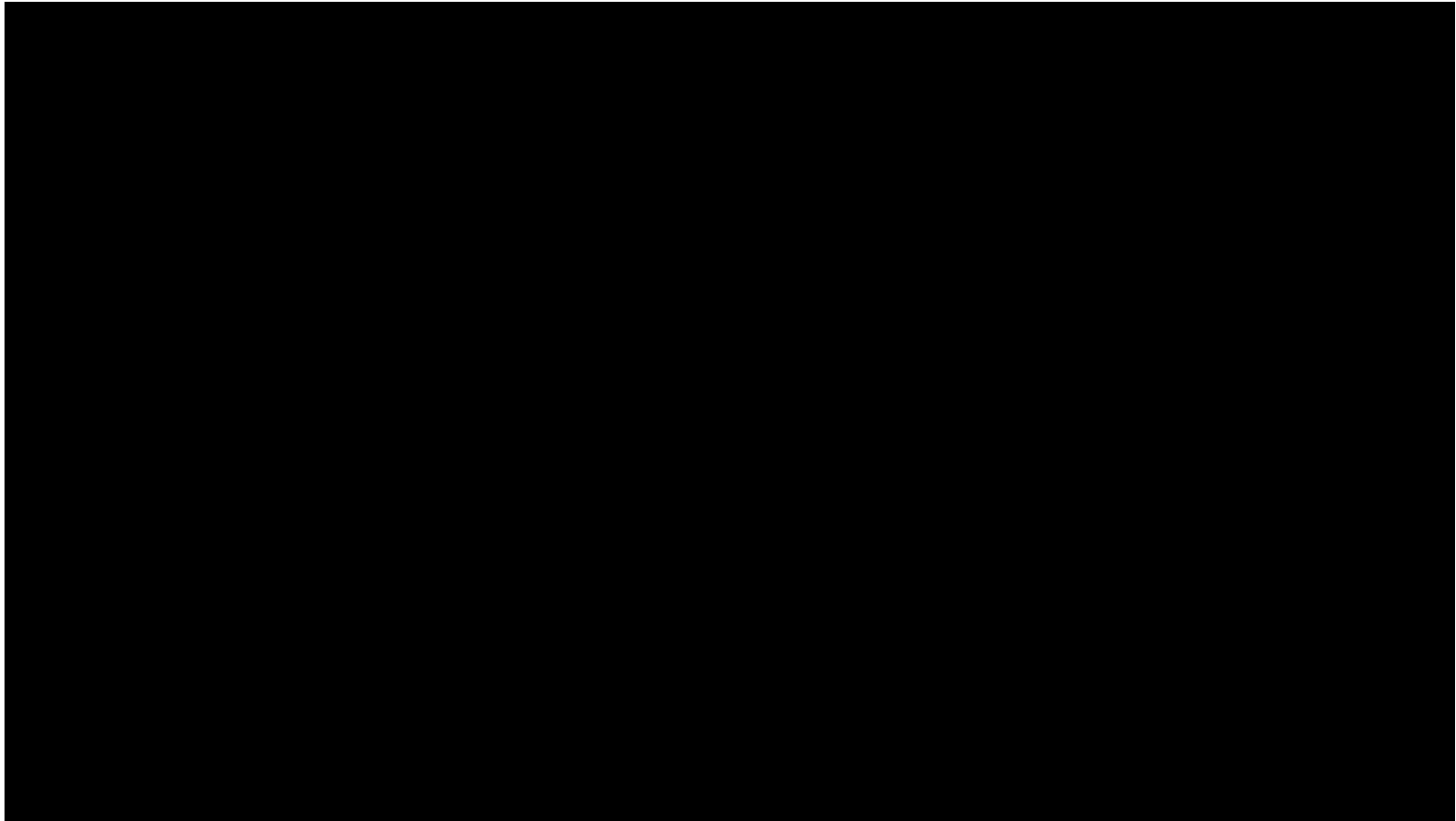


Jones, Graham, Hanton, Sheldon, and Connaughton, Declan (2002), *What is this thing called mental toughness? An investigation of elite sports performers.* **Journal of Applied Sports Psychology**, 14:205-218, 2002.



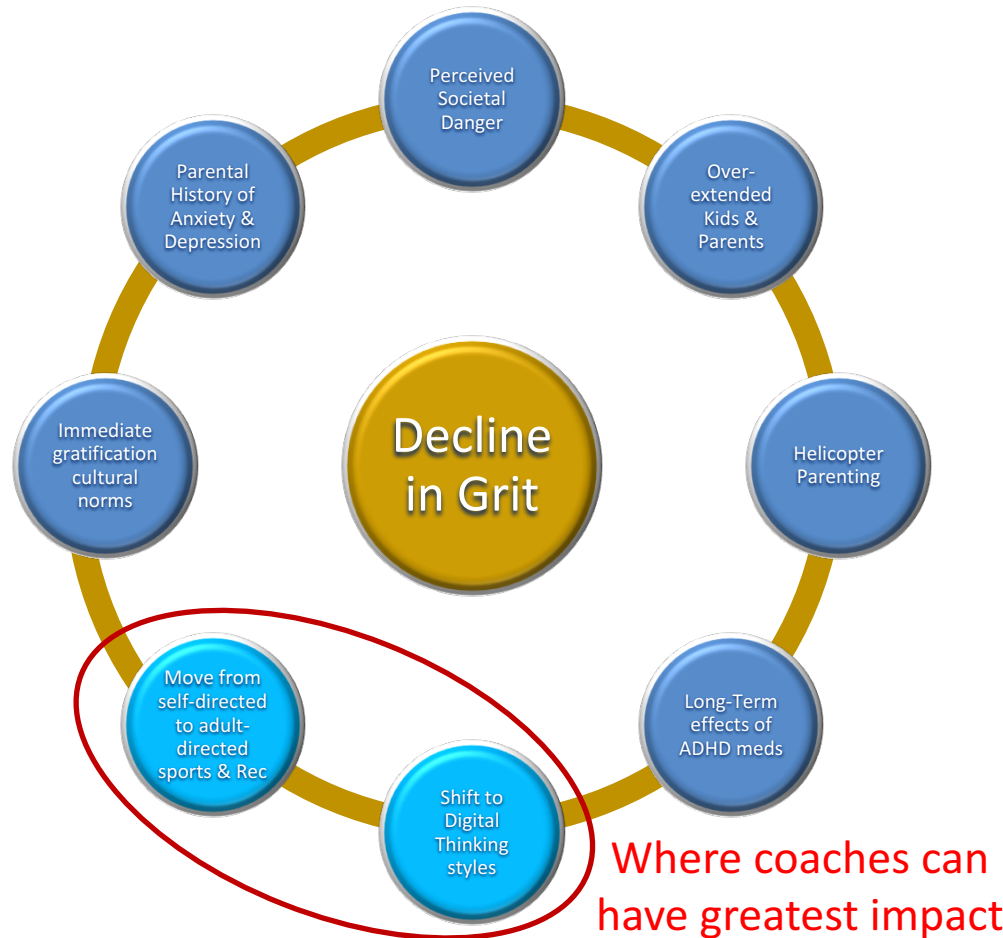
**PLAY LIKE
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Mental Toughness a.k.a. Grit



*PLAY LIKE
A CHAMPION
TODAY*

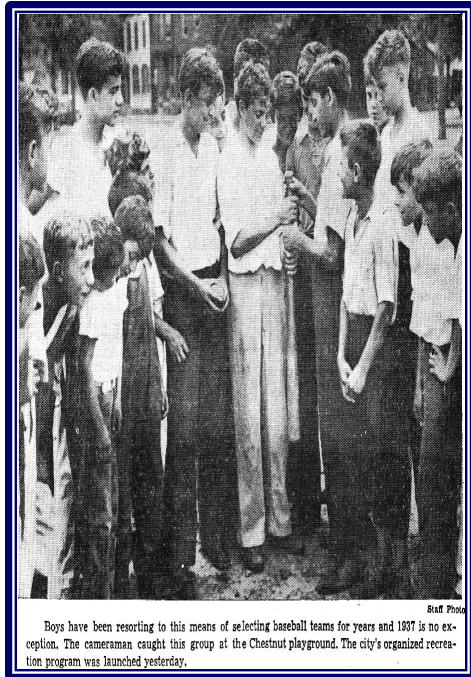
The Decline - No Single Cause



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A CHAMPION
TODAY**



An Unbalanced Experience



- Peer Relationships
- Self-Determined Fun
- Problem-Solving/Rule Making
- Negotiation
- Self-Reliance

Self-Directed
Play
(Pickup Games)

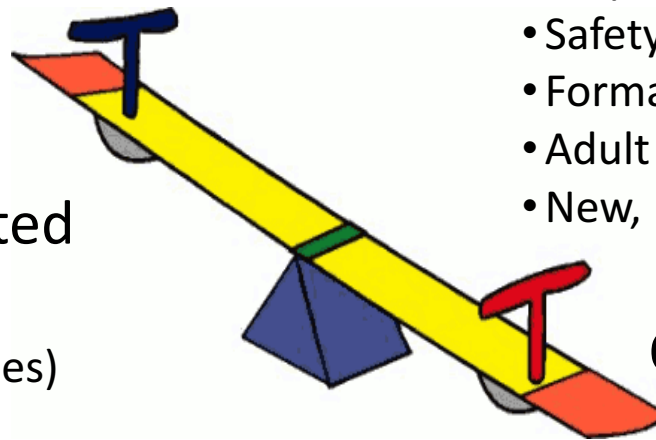
"We'll figure it out."
(Persist)

"Tell us how..."
(Participate)



- "Expert" Instruction
- Safety
- Formal Competition
- Adult Relationships
- New, Diverse Friends

Organized
Sports
(Adult run programs)



Adapted from Rhoads, Jeffrey (2009) *The Joy of Youth Sports*

PLAY LIKE
A CHAMPION
TODAY



Changing Brains – Not Laziness

- Children raised with the computer “think differently from the rest of us. They develop hypertext minds. They leap around. It’s as though their cognitive structures were parallel, not sequential.”

*- William D. Winn, director of the Learning Center,
Univ of WA’s Human Interface Technology Lab*

- Growing up in the age of video games has resulted the literal “rewiring” of kids’ brains
 - Reflection and self-discovery [essential to mental toughness] are becoming lost arts

– Marc Prensky, The Games Generation



Mental Toughness Equation

P

assion



+

P

erseverance



+

R

esilience



=

S

uccess



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A CHAMPION
TODAY



Passion (& Purpose) is...

- Love of being engaged in all aspects of sports training
- Appreciation for all the hard work that goes into excelling in their sport
- Quickly moving through tough times and staying hungry for the next day
- When athletes do not have passion and purpose, the “holes in their game” tend to show through during tough times



*PLAY LIKE
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Passion Breeds Motivation

Motivation Hierarchy



Consider these questions with your players to prompt some discussion:

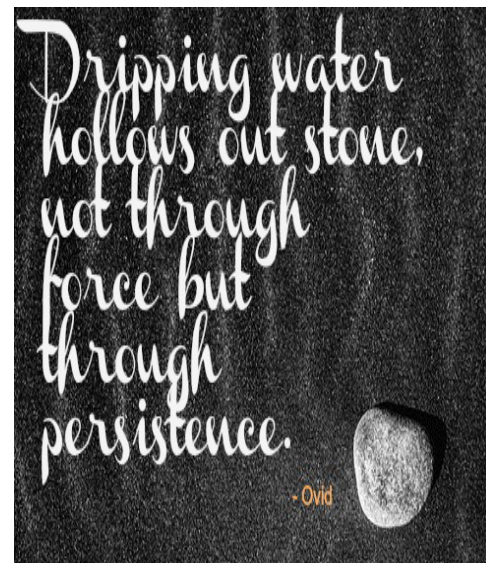
- Why do you play? What keeps you going?
- What goals or expectations do you have for yourself? (are they realistic? Measurable?)
- Who motivates you to achieve your goals in life and your athletic career? You? Your parents? Coaches? Friends? Teammates? How do they do so?
- Other than people, from where else do you draw motivation? (Trophies? Championships?)
- What feels better – achieving a goal someone else set for you or achieving a goal you set for yourself?

*PLAY LIKE
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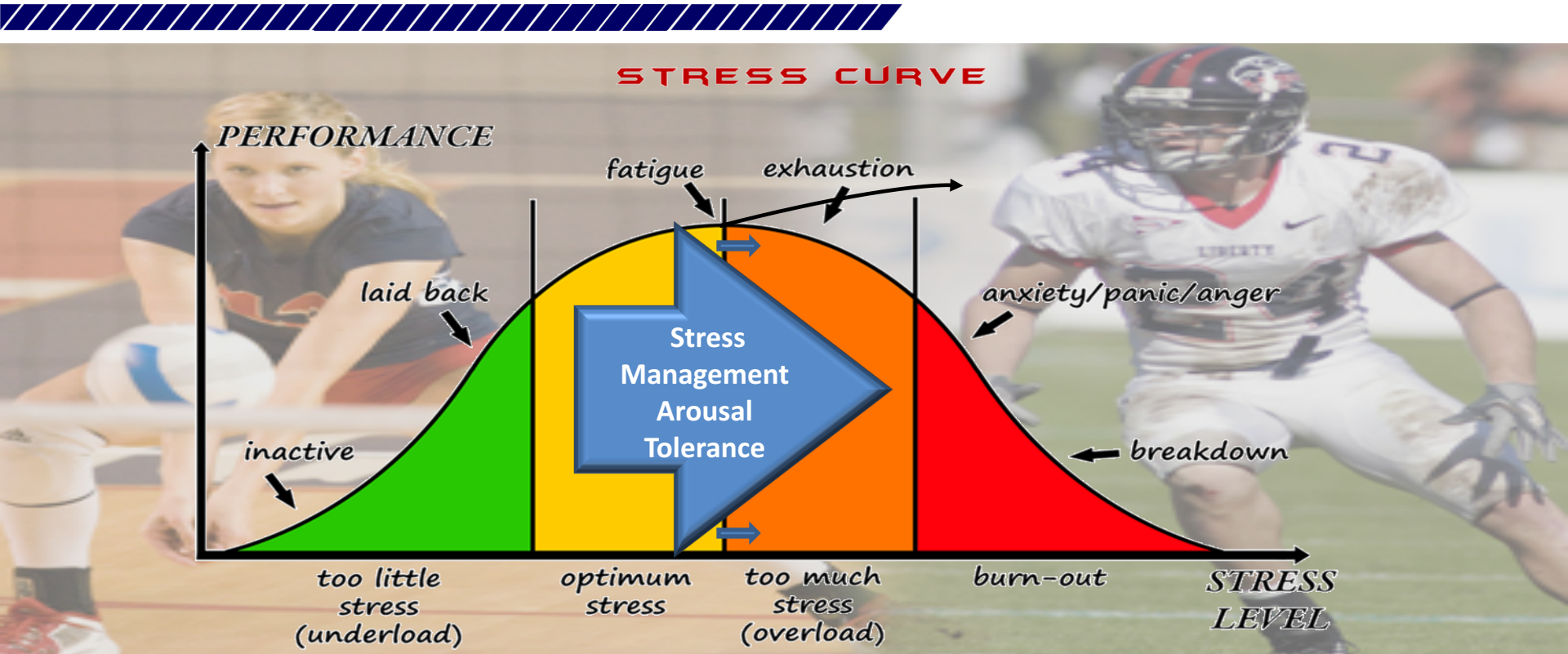


Perseverance (Persistence) is...

- Trying and trying again; not giving up
- Sticking with something until it is finished; also known as “stick-to-it-ness”
- Commitment, hard work, patience and endurance
- Being able to bear difficulties calmly without complaint



Perseverance - Stress Performance Curve



Low levels of stress **slow**
Perception & reaction time

Higher levels of arousal **speed up**
Perception & reaction time

**PLAY LIKE
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TODAY**



Resilience Is...

- The ability to overcome adversity, bounce back and rebound.
- A process which is built up by an individual over time.
- Learning coping strategies (Pre-/post-game & In-the-moment) to deal with these situations and become mentally stronger.
- Developed through situations and scenarios which encourage them to overcome adversity.

Marks, Ben. (2014). *Resilience in Sport*. TheSportinMind.
<http://www.thesportinmind.com/articles/resilience-in-sport/>



Characteristics of Resilient Youth

- Positive peer and adult interactions
- Low degrees of defensiveness and aggressiveness
- High degrees of cooperation, participation, and emotional stability
- A positive sense of self
- A sense of personal power rather than powerlessness
- An internal locus of control



Garmezy, N. (1991). Resiliency and vulnerability to adverse developmental outcomes associated with poverty. *American Behavioral Scientist*, 34(4), 416-430.

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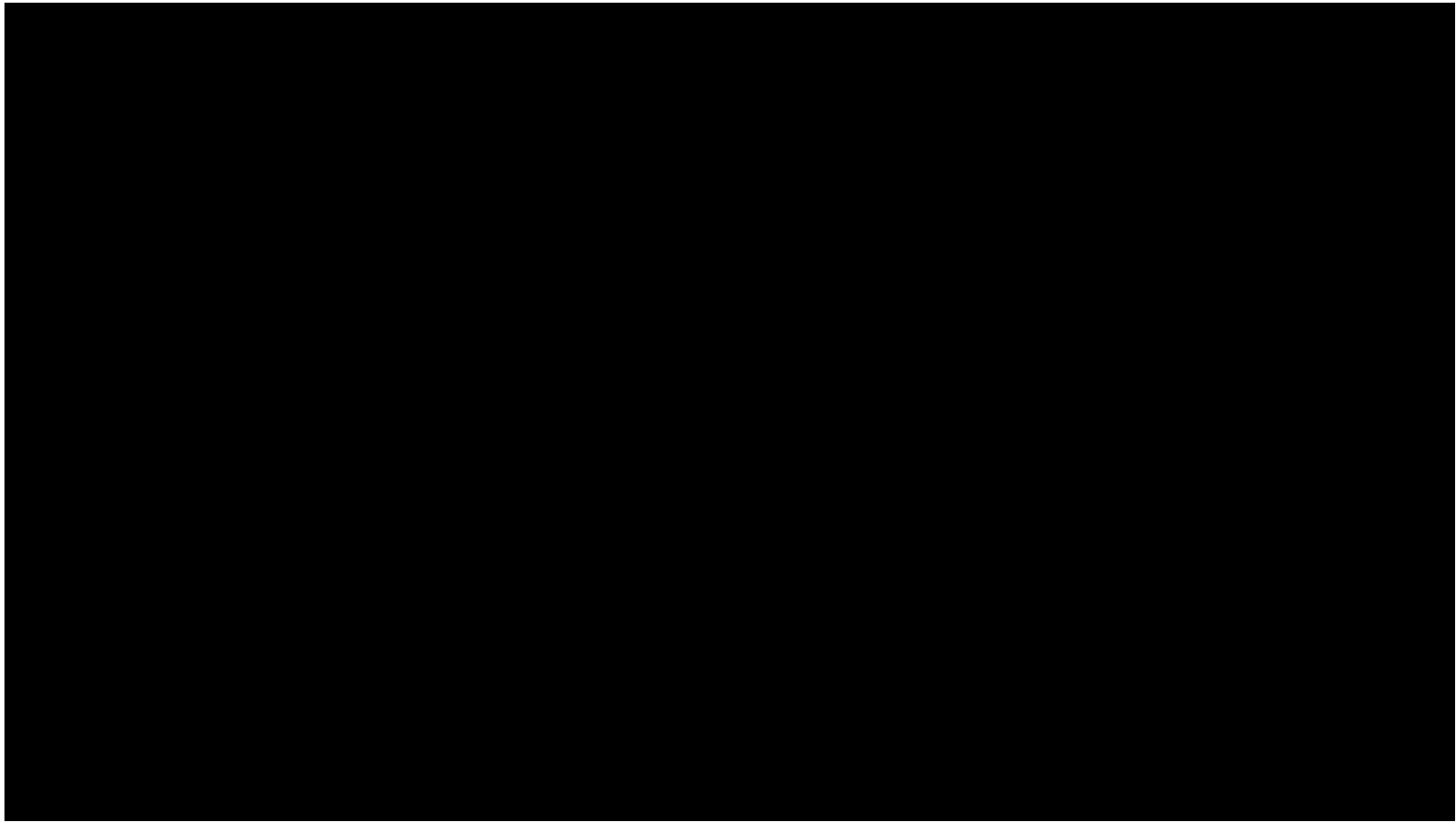
Athletes GROW Mentally Tough When...

G	Goals	• Set goals – for each practice, game/event • Establish mental training goals as well as skill goals • Evaluate progress regularly and identify ways to improve
R	Relationships	• Compete against themselves, not others • Step up - ask coaches & teammates for feedback & help • Celebrate others' successes rather than fear others' success
O	Ownership	• Understand that motivation is a daily decision • View preparation/training as opportunity not obligation • Accept responsibility for attitude, behavior, & performance
W	Winning	• Embrace challenge and don't shy away from failure • Focus on "What's Important Now" (W.I.N.) • Reflect/learn from mistakes (embrace mistakes as essential)

*PLAY LIKE
A CHAMPION
TODAY*



An Example of Mental Toughness



*PLAY LIKE
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TODAY*

PLAY LIKE A CHAMPION ANNUAL SPORTS LEADERSHIP CONFERENCE

JOIN US AT THE UNIVERSITY OF NOTRE DAME
JUNE 22-23, 2018



BE INSPIRED BY SPEAKERS, SHARE BEST
PRACTICES,
EARN CONTINUED EDUCATION HOURS
JOIN OUR COMMUNITY!

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TOUGHNESS

Teaching Mental Toughness & Resilience

"GOOD IS THE ENEMY OF GREAT"



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The A-B-C's of Teaching Mental Toughness

A – Relationship between Player, Coach and Team



B - Teach Growth Mindset

C – Practice is Safe Zone to take risks and stretch

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It Starts With The Proper Mindset

Fixed Mindset

- Intelligence, Talent, etc. is static
- Avoids challenges
- Gives up easily
- Effort as fruitless or worse
- Criticism is ignored
- Threatened by success of others
- As a result, may plateau and achieve less than full potential

Growth Mindset

- Intelligence, Talent, etc. can be developed
- Embraces challenges
- Persists in the face of Setbacks
- Effort is a path to mastery
- Learns from criticism
- Finds inspiration in the success of others
- As a result, typically achieve a higher level of success

*PLAY LIKE
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TODAY*



Mindset - Not All Praise is Equal

*PLAY LIKE
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Building Passion

- Goal Setting
- Success Logs
- Positive Affirmations
- Mental Training Room
- Visioning and Best Performance Mental Rehearsal
- “Get It” Process



*PLAY LIKE
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TODAY*



Passion - Goal Setting

SMART

- Specific
- Measurable
- Achievable
- Realistic
- Time Specific

Goals



1. _____
2. _____
3. _____

Focus on the Right Goals

- Process
- Performance
- Skill/Technique
- Mental Toughness

These

Lead to

Outcome Goals

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A CHAMPION
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Passion - Success Habits

1. Build an Identity
2. Focus on small behavior changes
3. Develop a routine
4. Stick to a schedule
5. Get back on track ASAP

My Success Log

"I've always believed that if you put in the work, the results will come. I don't do things half-heartedly. Because I know if I do, then I can expect half-hearted results."
- Michael Jordan

Day:	Date:	Day:	Date:
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2) 3 things I did well today that contributed to my goal...		2) 3 things I did well today that contributed to my goal...	
2a.		2a.	
2b.		2b.	
2c.		2c.	
3) One specific thing I want to improve on next time is...		3) One specific thing I want to improve on next time is...	
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Goals should be...

S - Specific. It's more than just "do better." It's a clear statement of what you want to accomplish.

M - Measurable. I can put some number to it (e.g. increase # of reps, reduce time by ...)

A - Achievable. I can actually accomplish it because it is under my control. (e.g., can you control winning a gold medal?)

R - Realistic. It should be doable if I stretch myself some beyond what I am used to; not so easy it doesn't challenge me.

T - Timely. It should be doable within the amount of time I have today.

PLAY LIKE
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Passion – Positive Affirmations

- I am competitive as long as I keep trying.
- I appreciate my effort as much as my talents.
- Success means challenging myself to improve.
- I evaluate my performance, not the outcome.
- Mistakes are good because they show I tried.
- The more I believe, the more I will succeed.
- Everything I need to succeed is within me.
- Confidence comes from NOT being willing to fail.
- I have the courage to try and keep trying.
- When I risk failure, I learn what it takes to succeed.

*PLAY LIKE
A CHAMPION
TODAY*



Passion – Mental Training Room



*PLAY LIKE
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TODAY*

Passion - Visualization

Best Performance Mental Rehearsal

- Construct a list of characteristics you associate with performing at your best
- Construct a detailed visualization
 - Think of a time when you...
 - Think of someone who does...
- Pay strict attention to those characteristics that made it your best performance
 - Imagine yourself...; feel what it feels like...
- Project scene ahead to future performances

Visualize
yourself
accomplishing
the
task
at
hand.
-Scott Beare



PLAY LIKE
A CHAMPION
TODAY

Passion - The Get-It Process

Visualization for the Correction of Errors

1. Make a mental image of the current movement.
 - Where is the image? Is the image black and white or color?
2. Make a mental image of the correct movement.
3. Compare the two images
 - Find one correction.
4. How would it feel to make the correction?
5. Feel that feeling, and go through the movement again.



Building Perseverance

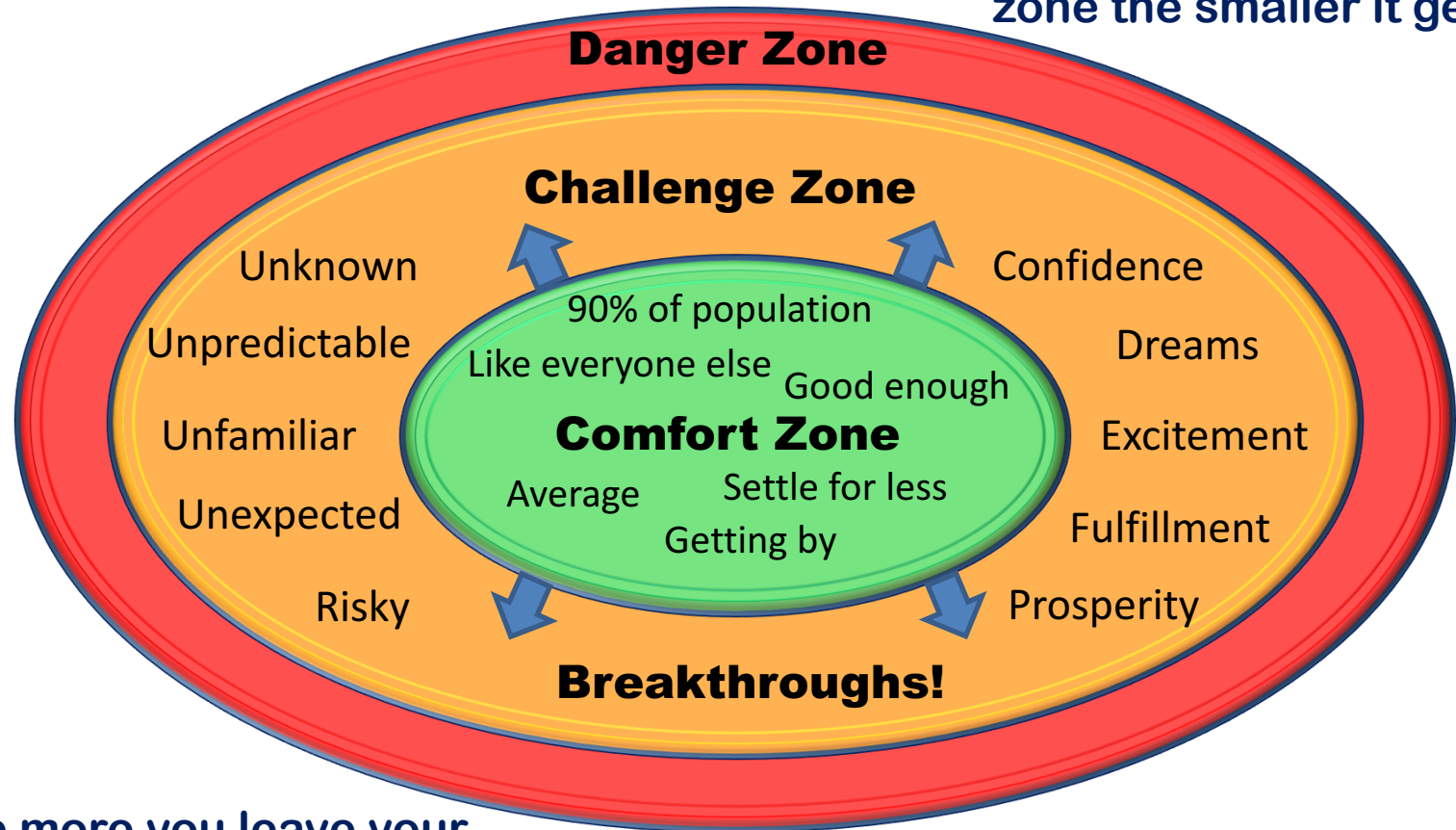
- Expanding Comfort Zones
- D.R.E.A.M.
- Sphere of Influence
- Feeding the Right Dog
- W.I.N. Reflection
- Enhancing Executive Functioning



*PLAY LIKE
A CHAMPION
TODAY*

Perseverance: Expanding Comfort Zones

The more you stay in your comfort zone the smaller it gets



The more you leave your comfort zone the bigger it gets

PLAY LIKE
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TODAY



Perseverance - D.R.E.A.M.

Mental Toughness Thinking

Detect

Negative Thoughts
or Beliefs

Redirect

STOP! Choose
Empowering
Thoughts

Energize

See and Feel
Yourself Being
Successful

Advocate

Talk to Yourself
(and Others) in the
Positive Way

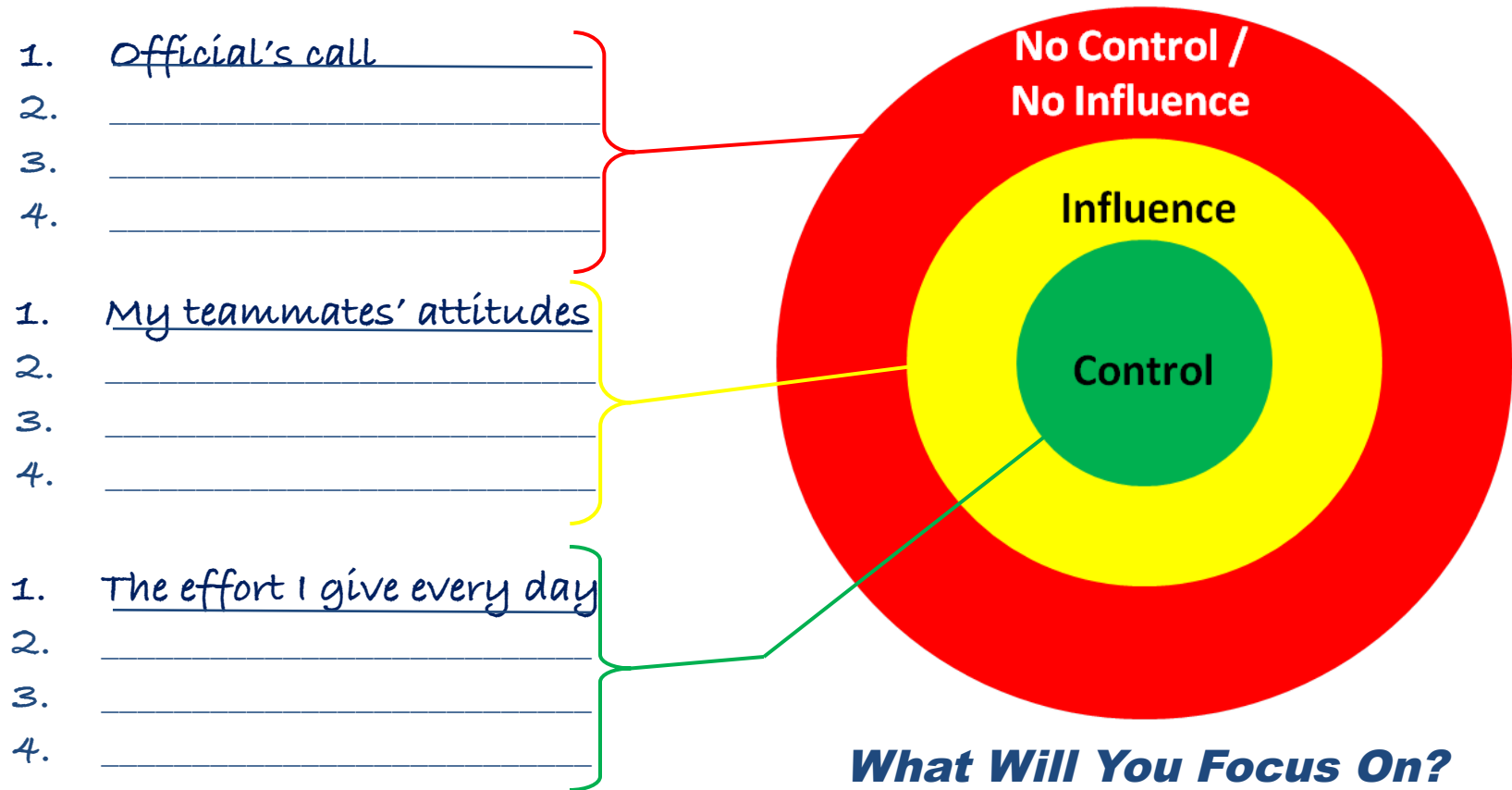
Maintain

Practice D.R.E.A.M.
Thinking Daily

PLAY LIKE
A CHAMPION
TODAY



Perseverance – Sphere of Influence



PLAY LIKE
A CHAMPION
TODAY



Perseverance – Feed the Right Dog



Fear Dog



Which Dog Am I Feeding?



Courage Dog

- Both reside within us and vie for control of us
- We can't kill Fear Dog because he is part of us
- We must constantly ask ourselves, "Which dog am I (are we) feeding now?"
- Then, we can *choose* which one to feed

Divine, Mark. (2013). *The Way of the Navy Seal: Think Like an Elite Warrior to Lead and Succeed*. Reader's Digest Books.

PLAY LIKE
A CHAMPION
TODAY



Perseverance - W.I.N. Reflection



STOP	KEEP	START

- Can be done individually, collectively or whole team
- Results can be developed into an action plan



*PLAY LIKE
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The Magic Number

168

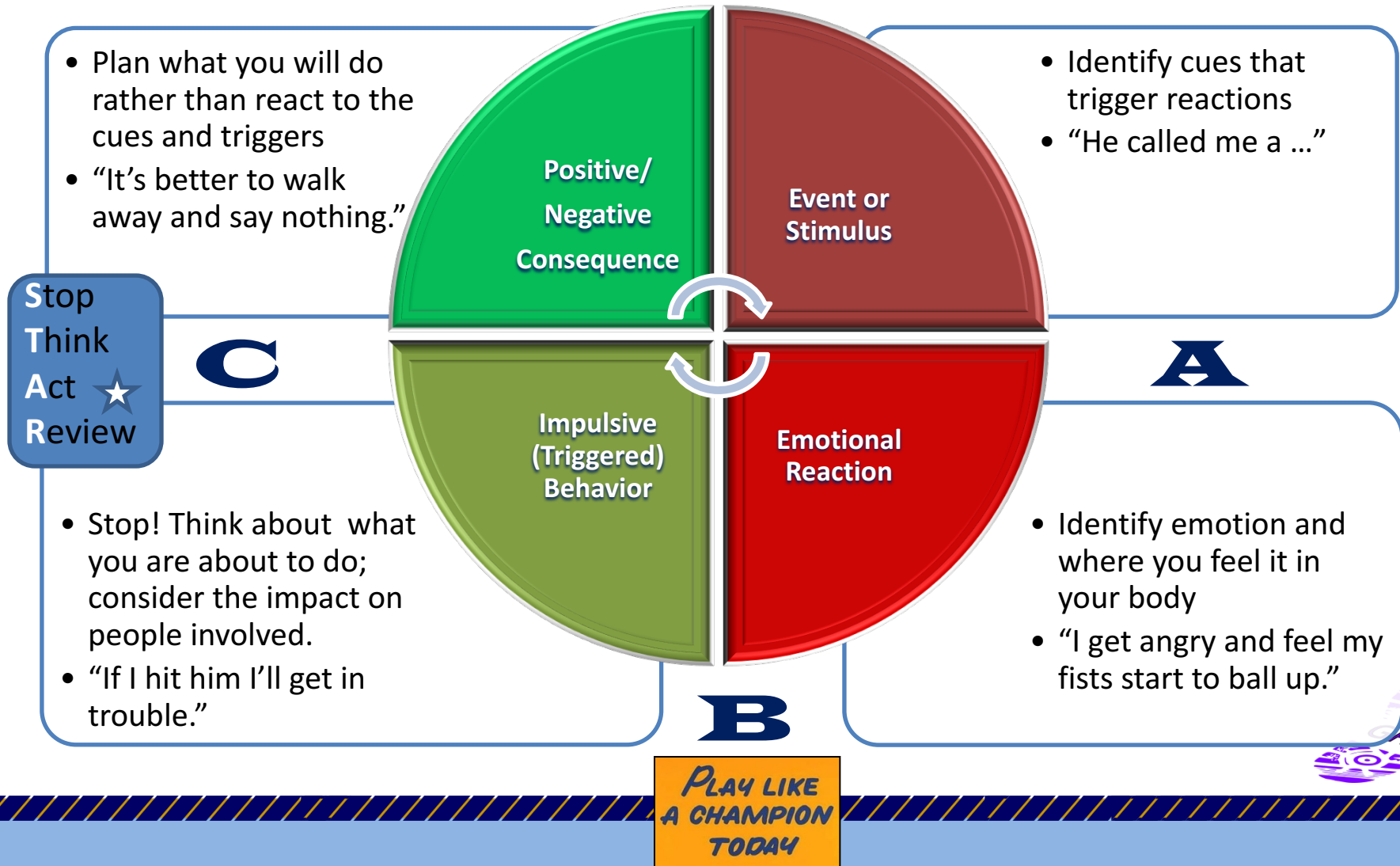
- Hours in a week (24×7) 168
- Hours dedicated to sleep (9×7) -63
- Hours dedicated to school (7.5×5) -37.5
- Hours dedicated to homework (3×6) -18
- Hours dedicated to sports/training (4×6) -24
- Remaining hours in your week 25.5

How wisely do you use your time?

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TODAY



Overcoming Impulsivity: A-B-C



Building Resilience

- Rebalancing Techniques
- Cue Statements
- Coherence Breathing
- Mistake Rituals
- Compartmentalizing
- Lessons Learned



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TODAY*



Resilience - Rebalancing Techniques

- Blink eyes 5-6 times rapidly
- Squeeze eyes shut then open wide 4-5 times
- Move eyes back-and-forth from far left to far right
- Take 3 deep breaths in through nose and exhale through mouth
- Have teammate or coach give a direction or say your cue statement



Resilience - Cue Statements

- **Personal** – Athletes need to find a cue statement that works for them! This could be a single word such as "tough" or "dominate" or a short series of words.
- **Positive** – To be effective in refocusing after mistakes, a cue statement should be positive. Negative self-talk has been linked to performance detriments and anxiety.
- **Short** – The ideal cue statement allows the athlete to quickly refocus but does not interfere with the necessary thoughts during performance.

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Resilience – Coherence Breathing

The Quick Coherence Technique® for Ages 12-18

Step 1. Heart Focus

Shift your attention to the area of the heart, or the center of your chest.

Step 2. Heart Breathing

*Breathe slow and deeply. Imagine the air entering and leaving through the heart area, or the center of your chest.
(Recommended 5 count breathing)*

Step 3. Heart Feeling

Remember a time when you felt good inside, and try to re-experience that feeling. Focus on this good feeling as you continue to breathe through the area of your heart.

www.heartmath.org

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TODAY**



Resilience - Mistake Rituals

- The USA Women's Olympic Softball Team used the technique of flushing mistakes to carry them to the Gold Medal at the 2000 Olympics in Sydney (they were not expected to medal).
- Some of the best rituals are:
 - The “flush”
 - “No sweat”
 - “Brushing it off”
 - The “Chop”
 - “Park it” (in the parking lot)



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TODAY

Resilience - Compartmentalizing

- Create a Mental “Compartment” or “Container” decide on...
 - How big and what shape is it?
 - What it is made out of (e.g., titanium)?
 - Add color if desired
 - How does it open, shut and stay closed (e.g., Padlock)?
 - Where in the mind is it located?
- Put distractions, negative thoughts/images/feelings inside and close container; refocus on the present



Resilience: Reflection

Lessons Learned



- What went well that we want to continue?
- What didn't go well that we want to fix?
- What can we do to improve?
- How well did we communicate today?
- How well did we work as a team?
- What can we do to improve in these areas?

**Focus on
Actions
Not
Finger
Pointing**

*PLAY LIKE
A CHAMPION
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Coaching for Mental Toughness

Connecting with Today's Student-Athlete

- Start with respect and deal with each athlete as a “whole person”
- Have a big enough “Why”
- Be positive, use challenges not threats
- Avoid comparing athletes
- Handle mistakes/failures constructively
- Model motivation in every interaction
- Make it **FUN!**

Steps in the Process:

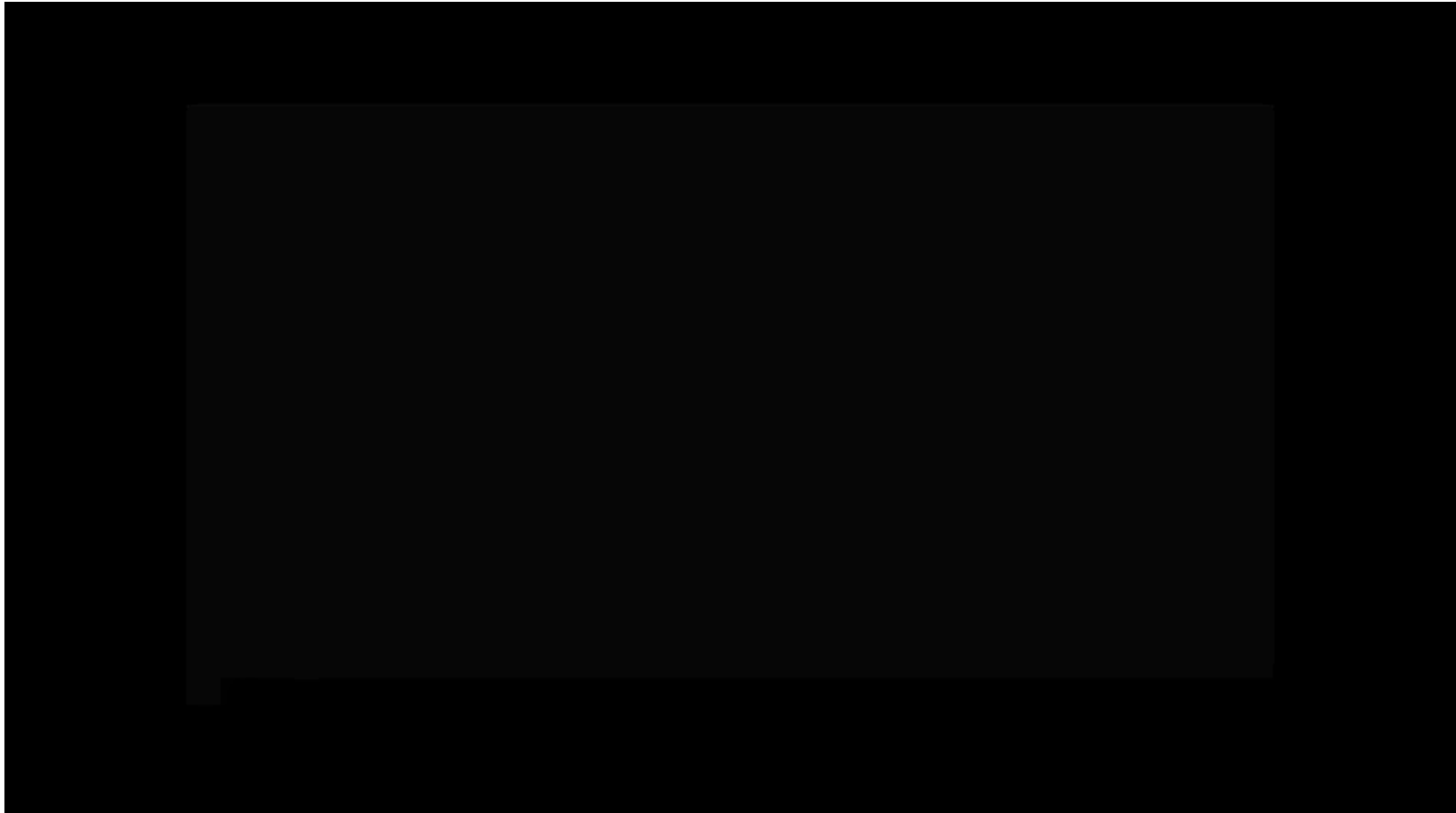
1. Establish the environment
2. Set the expectations
3. Teach the vocabulary
4. Create the frustration (and let them know)
5. Monitor the experience
6. Reflect and learn

- Thomas Hoerr, *Fostering Grit* (2013)

PLAY LIKE
A CHAMPION
TODAY



Mental Toughness: The Moment Is Now



*PLAY LIKE
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TODAY*

Parting Reflection...

“The conductor of an orchestra doesn’t make a sound. He depends, for his power, on his ability to make others powerful.”

- Ben Zander, Conductor, Boston Philharmonic



“My job is to awaken possibility in others... You know how you can tell if it’s working? You look in their eyes. If their eyes are shining you know you’re doing it.”



If their eyes are not shining I need to ask myself, *Who am I being* that my players’ eyes are not shining?”

- Ben Zander, *The Art of Possibility* (2002)

My Success Log

*"I've always believed that if you put in the work, the results will come.
I don't do things half-heartedly. Because I know if I do, then I can expect half-hearted results."*
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Growth Mindset & Athletics

MINDSET	FIXED	MIXED	GROWTH
Taking on Challenges	- Doesn't take on challenges willingly; challenges are avoided - Prefers to compete against lesser-skilled players	- Might take on challenges if there is some previous related success - Challenge must be easy enough to succeed immediately	- Looks forward to upcoming challenges/competition - Willingly competes against higher skilled athletes
Learning from Mistakes	- Mistakes are seen as failures - Hides mistakes or blames others or circumstances (e.g., bad calls)	May accept mistakes as temporary setbacks, but has no strategy for learning from them	- Sees mistakes as temporary setbacks to be overcome - Reflects on/applies learning
Accepting Feedback & Criticism	- Feedback is threatening - Feedback & constructive criticism become a good reason to quit	- May be motivated by feedback if not too critical - Depends on who gives feedback & how difficult the task	- Feedback & criticism are seen as supportive and motivating - Applies new strategies based on learning from feedback
Practicing & Applying Strategies	- Avoids practicing when able - No commitment to "going the extra mile" beyond organized training/practice	- Practices regularly, but setbacks can lead to quitting - More inclined to practice skills they are good at already	- Enjoys the process of practicing - Practice is seen as part of the process of becoming good - Develops own practice plans
Perseverance (focus on task)	- Little persistence on learning/improving skills/achieving goals - Gives up at 1st sign of struggle - Fun or fear are key motivators	- May persevere with prompts - No personal strategies for overcoming obstacles - Recognition is key motivator	- Sticks with things; has stamina to work through roadblocks confidently to complete things - Passion is key motivator
Asking Questions	- Doesn't ask questions - Doesn't think about what questions to ask	Won't ask questions unless task is perceived to be "doable" or within their ability	- Asks specific questions - Challenges own thinking - Challenges "why" appropriately
Taking Risks	- Doesn't take risks - Gives up if something is too hard	Takes risks on familiar tasks; if not familiar, little risk is taken	- Starts tasks confidently - Risks making errors to improve

Adapted from: *Effective Effort Rubric*, Mindset Works®, www.mindsetworks.com

Mental Toughness Inventory: Student-Athlete

Date: _____ Grade: _____ Age: _____

Name: _____

Sport(s): _____

The inventory is provided to help you become more aware of your strong points, adequacies, and areas for improvement. It is better to be "brutally honest" with your ratings in each of the areas. Glossing over some areas and not evaluating yourself accurately disrespects you. It's OK to ask for coach or parent input if desired.

Problematic, Just Developing
 Inconsistent/Much Work Needed
 OK , Needs More Work/Consistency
 Good, But Can Still Get Better
 Superior in Every Aspect

#	Category 1 Questions	1	2	3	4	5
1.	I balance the demands of my sport(s) with the other important aspects of my life.					
2.	I organize my time effectively, not sacrificing other important non-sport activities.					
3.	I can step back and see the big picture of what I'm doing in my sport(s) and why.					
#	Category 2 Questions	1	2	3	4	5
4.	I believe I really understand myself as an athlete, student and person.					
5.	I am aware of my mental and emotional strong points & limitations in these areas.					
6.	My self-assessment in these areas is similar to assessments by my parents/coaches.					
#	Category 3 Questions	1	2	3	4	5
7.	I regularly set goals for my development & performance as an athlete and student.					
8.	I have a clear and realistic vision of what I want to accomplish in sports.					
9.	I aim for goals that are specific and attainable but stretch me to improve/grow.					
#	Category 4 Questions	1	2	3	4	5
10.	I am consistently able to follow through with a game plan and goal achievement.					
11.	I have routines that help get me ready to compete in sports and the classroom.					
12.	I use techniques to deal with distractions that could take me away from my plans.					
#	Category 5 Questions	1	2	3	4	5
13.	I have a strong belief in my ability to "get the job done" in sports & the classroom.					
14.	I am able to envision what I want to accomplish in upcoming games or competition.					
15.	Self-doubt doesn't cause me to lose trust in my abilities as an athlete or student.					
#	Category 6 Questions	1	2	3	4	5
16.	I am consistently able to compete at an effective level of intensity in sport & school.					
17.	I consistently start a game, competition or project with a good degree of energy.					
18.	I can manage my emotions to prevent getting overly-intense or too laid back.					
#	Category 7 Questions	1	2	3	4	5
19.	I pay more attention to the process of improving myself than outcome/final score.					
20.	Things that are beyond my control (weather, official's call) don't easily distract me.					
21.	I can re-group/recover quickly after a loss of concentration or disappointments.					
#	Category 8 Questions	1	2	3	4	5
22.	I typically can remain poised under competitive pressure in competition and class.					
23.	I rarely become overly anxious (beyond typical "butterflies") during a competition.					
24.	I can recognize when I'm losing my composure, and can quickly regroup as needed.					
#	Category 9 Questions	1	2	3	4	5
25.	I think of myself as a good teammate who interacts positively with all teammates.					
26.	I get along with my coaches and I do whatever it takes to be an asset to the team.					
27.	I feel comfortable communicating my needs and feelings to coaches & teammates.					

MTI-SA

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Name: _____

Problematic, Just Developing
Inconsistent/Much Work Needed
OK, Needs More Work/Consistency
Good, But Can Still Get Better
Superior in Every Aspect

#	Category 10 Questions	1	2	3	4	5
28.	I keep myself on an even keel, no matters what the final score is.					
29.	I don't get a big head and over-inflate my value when things are going well for me.					
30.	I rarely get too down on myself when my performance is less than I expected.					
#	Category 11 Questions	1	2	3	4	5
31.	I consistently take responsibility for my performance, and can admit shortcomings.					
32.	After a practice/event I review my performance to identify ways I can improve.					
33.	I recognize factors within my control and deal with them to grow and improve.					
#	Category 12 Questions	1	2	3	4	5
34.	I use information I learn about myself to get better as an athlete and student.					
35.	I welcome feedback/criticism so I can make adjustments and changes to my game.					
36.	I always seek new methods and procedures to help develop my skills as an athlete.					

For the remaining questions use the rating scale below:

1 2 3 4 5
Strongly Disagree Somewhat Disagree Neither Agree/Disagree Somewhat Agree Strongly Agree

#	Category 13 Questions	1	2	3	4	5
37.	I am over-sensitive to comments from coaches, teammates, teachers & parents.					
38.	When I compare my skills to other student-athletes, I often feel inadequate.					
39.	I am self-conscious about what others say about think/say about me.					
40.	I spend a great deal of time worrying about other people's opinion of me.					
#	Category 14 Questions	1	2	3	4	5
41.	I am particularly embarrassed by mistakes and failures.					
42.	I tend to over-react to making mistakes.					
43.	I equate making mistakes with failure.					
44.	I hesitate (risking) trying something new/unfamiliar for fear of making mistakes.					
#	Category 15 Questions	1	2	3	4	5
45.	I feel a lot of pressure from his/her parents to do everything right.					
46.	I get more nervous or don't do as well when my parents are in attendance.					
47.	I worry a lot about disappointing my parents.					
#	Category 16 Questions	1	2	3	4	5
48.	I have a hard time getting over it if I do something less than perfectly.					
49.	My entire day is ruined if I make a mistake.					
50.	I spend a lot of time worrying about things I have done or have to do.					

Student-Athlete: _____ Date: _____

Scoring: Add the points in each category and record the totals below. (For educational/insight purposes only)

#	Skill Category	Total
1.	Perspective Keeping	
2.	Personal Awareness	
3.	Self-Motivation	
4.	Mental Discipline	
5.	Self-Confidence	
6.	Emotional Intensity	

#	Skill Category	Total
7.	Focus	
8.	Composure	
9.	Teamwork	
10.	Self-Esteem	
11.	Performance Accountability	
12.	Continuous Improvement	

#	Top 3 Skill Areas (Most Points)	Total

#	Bottom 3 Skill Areas (Fewest Points)	Total

Ideas/Plans for Maintaining/Enhancing this Student/Athlete's Top Skill Areas

Ideas/Plans for Developing/Improving this Student/Athlete's Lowest Skill Areas

Self-Evaluative Perfectionist Tendencies

#	Category	Total	Divided By	Average
13.	Need for Approval		4	
14.	Concern Over Mistakes		4	
15.	Perceived Parental Pressure		3	
16.	Rumination		3	

Average scores = or > 4 may suggest a higher likelihood of perfectionist tendencies

Dealing with Perfectionist Tendencies (if needed)

Mental Toughness Inventory: Coach

Date: _____

Name: _____

Grade: _____ Age: _____

Sport(s): _____

The inventory is provided to help you become more aware of your student-athletes' strong points, adequacies, and areas for improvement. It is better to be "brutally honest" with your ratings in each of the areas.

This student-athlete...

Problematic, Just Developing
 Inconsistent/Much Work Needed
 OK, Needs More Work/Consistency
 Good, But Can Still Get Better
 Superior in Every Aspect

#	Category 1 Questions	1	2	3	4	5
1.	balances the demands of sport(s) with the other important aspects of their life.					
2.	organize their time effectively, not sacrificing other important non-sport activities.					
3.	can step back and see the big picture of what they're doing in sport(s) and why.					
#	Category 2 Questions	1	2	3	4	5
4.	really understands him/herself as an athlete, student and person.					
5.	is aware of their mental and emotional strong points & limitations in these areas.					
6.	self-assessment in these areas is similar to assessments by their parents/coaches.					
#	Category 3 Questions	1	2	3	4	5
7.	regularly set goals for their development & performance as an athlete and student.					
8.	has a clear and realistic vision of what they want to accomplish in sports.					
9.	aims for goals that are specific and attainable but stretch them to improve/grow.					
#	Category 4 Questions	1	2	3	4	5
10.	is consistently able to follow through with a game plan and goal achievement.					
11.	has routines that help get them ready to compete in sports and the classroom.					
12.	uses techniques to deal with distractions that could take away from their plans.					
#	Category 5 Questions	1	2	3	4	5
13.	has a strong belief in their ability to "get the job done" in sports & the classroom.					
14.	is able to envision what they want to accomplish in games or competition.					
15.	doesn't let self-doubt cause them to lose trust in their abilities as athlete/student.					
#	Category 6 Questions	1	2	3	4	5
16.	is consistently able to compete at an effective level of intensity in sport & school.					
17.	consistently starts a game, competition or project with a good degree of energy.					
18.	can manage their emotions to prevent getting overly-intense or too laid back.					
#	Category 7 Questions	1	2	3	4	5
19.	pays more attention to the process of improving self than the outcome/final score.					
20.	Is not easily distracted by things beyond their control (weather, official's call).					
21.	can re-group/recover quickly after a loss of concentration or disappointments.					
#	Category 8 Questions	1	2	3	4	5
22.	typically can remain poised under competitive pressure in competition and class.					
23.	rarely becomes overly anxious (beyond typical "butterflies") during a competition.					
24.	can recognize when they're losing composure, and can quickly regroup as needed.					
#	Category 9 Questions	1	2	3	4	5
25.	is a good teammate who interacts positively with <u>all</u> teammates.					
26.	gets along with coaches and does whatever it takes to be an asset to the team.					
27.	feels comfortable communicating their needs and feelings to coaches/ teammates.					

MTI-C

Page 2

Name: _____

Problematic, Just Developing
Inconsistent/Much Work Needed
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This student-athlete...

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28.	keeps him/herself on an even keel, no matters what the final score is.					
29.	doesn't get a big head and over-inflate their value when things are going well.					
30.	rarely gets too down when their performance is less than they expect.					
#	Category 11 Questions	1	2	3	4	5
31.	consistently takes responsibility for their performance, and admits shortcomings.					
32.	reviews their performance after practice/events to identify ways to improve.					
33.	recognize factors within their control and deals with them to grow and improve.					
#	Category 12 Questions	1	2	3	4	5
34.	uses information learned about him/herself to get better as an athlete and student.					
35.	welcomes feedback/criticism to make adjustments and changes to their game.					
36.	always seeks new methods and procedures to develop their skills as an athlete.					

For the remaining questions use the rating scale below:

1 2 3 4 5
 Strongly Disagree Somewhat Disagree Neither Agree/Disagree Somewhat Agree Strongly Agree

This student-athlete...

#	Category 13 Questions	1	2	3	4	5
37.	is over-sensitive to comments from coaches, teammates, teachers and parents.					
38.	compares his/her skills to other student-athletes and often feels inadequate.					
39.	is self-conscious about what others say about think/say about him/her.					
40.	spends a great deal of time worrying about other people's opinion of him/her.					
#	Category 14 Questions	1	2	3	4	5
41.	is particularly embarrassed by mistakes and failures.					
42.	over-reacts to making mistakes.					
43.	equates making mistakes with failure.					
44.	Hesitates (risking) trying something new/unfamiliar for fear of making mistakes.					
#	Category 15 Questions	1	2	3	4	5
45.	feels a lot of pressure from his/her parents to do everything right.					
46.	seems more nervous or doesn't do as well when his/her parents are in attendance.					
47.	worries a lot about disappointing his/her parents.					
#	Category 16 Questions	1	2	3	4	5
48.	has a hard time getting over it if he/she does something less than perfectly.					
49.	has his/her entire day ruined if he/she makes a mistake.					
50.	spends a lot of time worrying about things they have done or have to do.					

Student-Athlete: _____ Date: _____

Scoring: Add the points in each category and record the totals below. (For educational/insight purposes only)

#	Skill Category	Total
1.	Perspective Keeping	
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3.	Self-Motivation	
4.	Mental Discipline	
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#	Skill Category	Total
7.	Focus	
8.	Composure	
9.	Teamwork	
10.	Self-Esteem	
11.	Performance Accountability	
12.	Continuous Improvement	

#	Top 3 Skill Areas (Most Points)	Total

#	Bottom 3 Skill Areas (Fewest Points)	Total

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16.	Rumination		3	

Average scores = or > 4 may suggest a higher likelihood of perfectionist tendencies

Dealing with Perfectionist Tendencies (if needed)

*dreams
don't work
unless
you do*

WHEN YOU
STOP CHASING
THE WRONG THINGS
YOU GIVE
THE RIGHT THINGS
A CHANCE
TO CATCH UP

**If you're
wrong.
Own up to
what you
didn't do
right.
That's how
you learn
and earn
respect.**

OVERLYXCLUSIVE

**This is
your world.
Shape it or
somebody
else will.**

**I am in competition
with no one. I have
no desire to play the
game of being better
than anyone. I am
simply trying to be
better than the person
I was yesterday.**



**"IT'S NOT ABOUT PERFECT. IT'S
ABOUT EFFORT. AND WHEN
YOU IMPLEMENT THAT EFFORT
INTO YOUR LIFE... EVERY
SINGLE DAY, THAT'S WHERE
TRANSFORMATION HAPPENS.
THAT'S HOW CHANGE OCCURS.
KEEP GOING. REMEMBER WHY
YOU STARTED"**

THE-IRON-ANGEL.TUMBLR.COM | STRENGTH & FITNESS BLOG

**WORK FOR A
CAUSE, NOT
FOR APPLAUSE.
LIVE LIFE TO
EXPRESS,
NOT TO IMPRESS.
DON'T STRIVE
TO MAKE YOUR
PRESENCE
NOTICED JUST
MAKE YOUR
ABSENCE FELT**

www.mrnevergiveup.com - Unknown

“

Your ability to discipline yourself to set clear goals, and then to work toward them every day, will do more to guarantee your success than any other single factor.

Brian Tracy

www.sayinggoodbye.org

**SUCCESS
DOESN'T JUST
COME AND
FIND YOU,
YOU HAVE TO
GO OUT
AND GET IT.**

KUSHANDWIZDOM

"Champions do not become champions when they **win the event**, but in the **hours, weeks, months and years** they spend preparing for it. The **victorious performance** itself is merely the demonstration of their

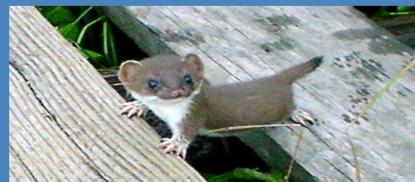
championship character"

T. Allan Armstrong

gymrag.com

JUST STICK WITH IT...

what seems so hard now
will one day be your warm up



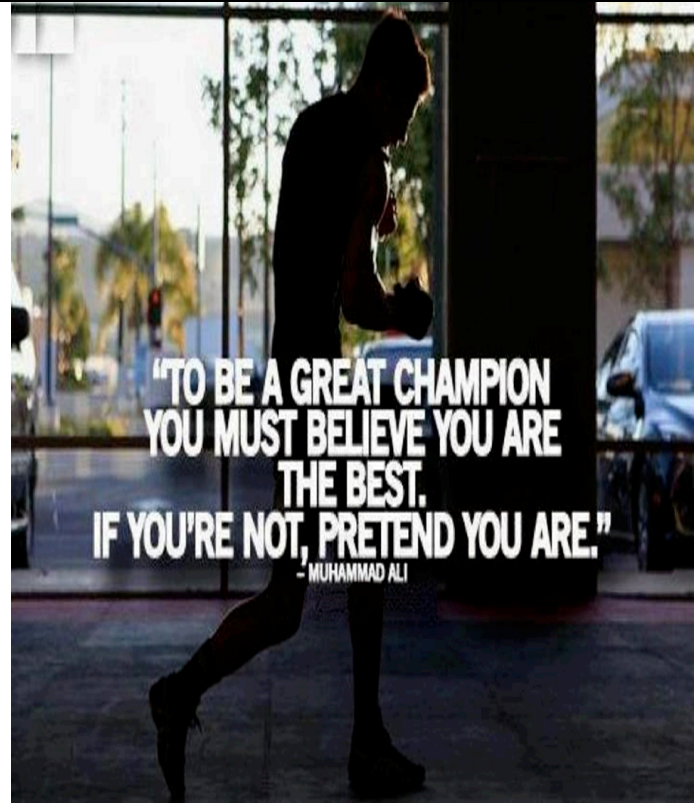


**"THERE'S A DIFFERENCE
BETWEEN INTEREST
AND COMMITMENT.**

WHEN YOU'RE INTERESTED
IN DOING SOMETHING,
YOU DO IT ONLY
WHEN IT'S CONVENIENT.

**WHEN YOU'RE
COMMITTED TO
SOMETHING. YOU
ACCEPT NO EXCUSES;
ONLY RESULTS.**

- KENNETH BLANCHARD



**"TO BE A GREAT CHAMPION
YOU MUST BELIEVE YOU ARE
THE BEST.
IF YOU'RE NOT, PRETEND YOU ARE."**
- MUHAMMAD ALI

Every job is a self-portrait
of the person who did it.
Autograph your work with
excellence.

- Jessica Guidobono

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It's **not** about how
bad you
want it...

it's about how **HARD**
you're **WORK**
willing to **for it.**