



AS&K Sports

Mental Skills Assessment Report

Joe Smith

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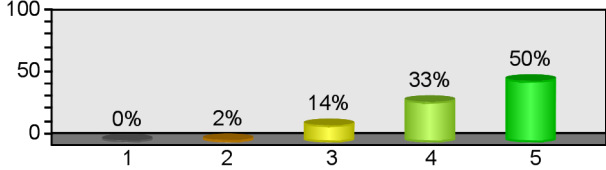
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Validity Index

2

The validity index indicates the extent to which the athlete rated accurately. A high score indicates greater accuracy. A low score indicates that the athlete was overly influenced by a desire to make a good impression. If the validity index is low, scores in the report are higher than they should be and this fact should be considered when interpreting the report. The highest possible score is 80. Most athletes score in the range of 25 - 50.

Section 1: Your Overall MSA Results

Date	Range & Average Score	Score Distribution												
<p>10/14/2010 9:28:34 PM</p>	<p>AVG: 4.31 ▼</p> 	 <table border="1"> <caption>Score Distribution Data</caption> <thead> <tr> <th>Score</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0%</td> </tr> <tr> <td>2</td> <td>2%</td> </tr> <tr> <td>3</td> <td>14%</td> </tr> <tr> <td>4</td> <td>33%</td> </tr> <tr> <td>5</td> <td>50%</td> </tr> </tbody> </table>	Score	Percentage	1	0%	2	2%	3	14%	4	33%	5	50%
Score	Percentage													
1	0%													
2	2%													
3	14%													
4	33%													
5	50%													

The MSA results are reported on a five-point scale using averages, ranges, and score distributions.

Range & Average Score

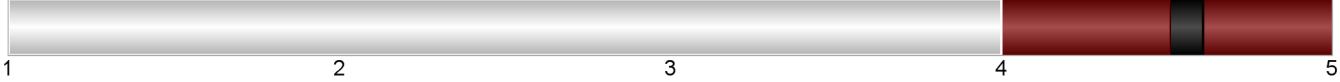

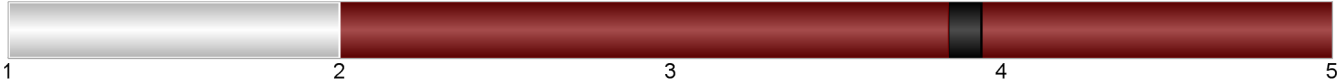
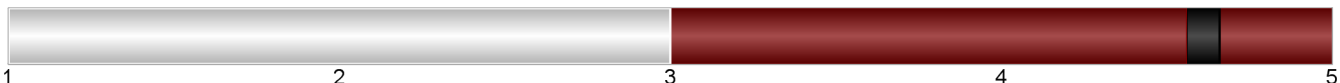
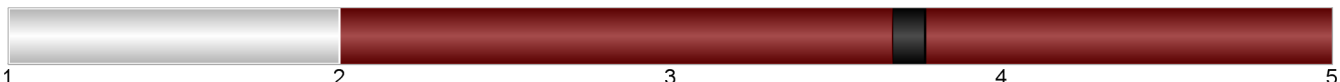
For the Overall MSA Results on this page and for each Mental Skills and Applied Situation in the following pages, the average rating is indicated by a pointer and the abbreviation AVG. The shaded portion of the five point scale is the range – the lowest and highest ratings mark the end-points of the range.

Score Distribution

On the right side of this page and other pages you will also find the Score Distribution which indicates the percentage of ratings given for each of the five points on the scale.

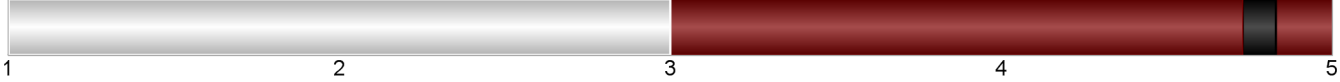

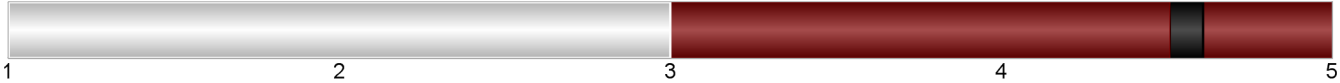
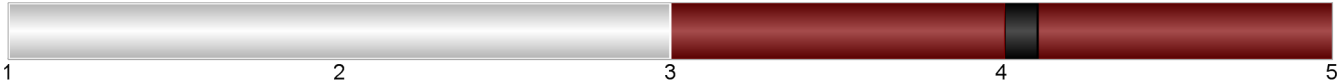
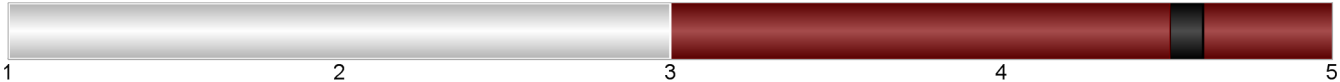
1 = Strongly Disagree, 2 = Disagree, 3 = Partly Agree & Partly Disagree, 4 = Agree, 5 = Strongly Agree

Section 2A: Mental Skills Overall Score

Mental Skills	Range & Average Score
<p>Effort</p>	<p>AVG: 4.56 ▼</p> 
<p>Goal Implementation</p>	<p>▼ AVG: 3.89</p> 
<p>Goal Setting</p>	<p>▼ AVG: 3.89</p> 
<p>Personal Control</p>	<p>AVG: 4.61 ▼</p> 
<p>Leadership</p>	<p>▼ AVG: 3.72</p> 

1 = Strongly Disagree, 2 = Disagree, 3 = Partly Agree & Partly Disagree, 4 = Agree, 5 = Strongly Agree

Section 2A: Mental Skills Overall Score

Mental Skills	Range & Average Score
Mastery Approach	<p style="text-align: right;">AVG: 4.78 ▼</p> 
Open to Feedback	<p style="text-align: right;">▼ AVG: 4.11</p> 
Satisfaction	<p style="text-align: right;">AVG: 4.56 ▼</p> 
Self-Worth	<p style="text-align: right;">▼ AVG: 4.06</p> 
Task Confidence	<p style="text-align: right;">AVG: 4.56 ▼</p> 

1 = Strongly Disagree, 2 = Disagree, 3 = Partly Agree & Partly Disagree, 4 = Agree, 5 = Strongly Agree

Section 2B: Mental Skills Detail

Effort

Rater	Range & Average Score	Score Distribution												
Self	<p>AVG: 4.56 ▼</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>0%</td><td>0%</td><td>0%</td><td>44%</td><td>55%</td></tr> </table>	Score	1	2	3	4	5	Percentage	0%	0%	0%	44%	55%
Score	1	2	3	4	5									
Percentage	0%	0%	0%	44%	55%									
Norm	<p>AVG: 4.05 ▼</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>1%</td><td>4%</td><td>17%</td><td>43%</td><td>34%</td></tr> </table>	Score	1	2	3	4	5	Percentage	1%	4%	17%	43%	34%
Score	1	2	3	4	5									
Percentage	1%	4%	17%	43%	34%									

Goal Implementation

Rater	Range & Average Score	Score Distribution												
Self	<p>▼ AVG: 3.89</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>0%</td><td>5%</td><td>16%</td><td>61%</td><td>16%</td></tr> </table>	Score	1	2	3	4	5	Percentage	0%	5%	16%	61%	16%
Score	1	2	3	4	5									
Percentage	0%	5%	16%	61%	16%									
Norm	<p>▼ AVG: 3.43</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>2%</td><td>15%</td><td>32%</td><td>37%</td><td>12%</td></tr> </table>	Score	1	2	3	4	5	Percentage	2%	15%	32%	37%	12%
Score	1	2	3	4	5									
Percentage	2%	15%	32%	37%	12%									

1 = Strongly Disagree, 2 = Disagree, 3 = Partly Agree & Partly Disagree, 4 = Agree, 5 = Strongly Agree

Section 2B: Mental Skills Detail

Goal Setting

Rater	Range & Average Score	Score Distribution												
Self	<p>▼ AVG: 3.89</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>0%</td><td>5%</td><td>27%</td><td>38%</td><td>27%</td></tr> </table>	Score	1	2	3	4	5	Percentage	0%	5%	27%	38%	27%
Score	1	2	3	4	5									
Percentage	0%	5%	27%	38%	27%									
Norm	<p>▼ AVG: 3.53</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>3%</td><td>15%</td><td>25%</td><td>37%</td><td>19%</td></tr> </table>	Score	1	2	3	4	5	Percentage	3%	15%	25%	37%	19%
Score	1	2	3	4	5									
Percentage	3%	15%	25%	37%	19%									

Personal Control

Rater	Range & Average Score	Score Distribution												
Self	<p>AVG: 4.61 ▼</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>0%</td><td>0%</td><td>11%</td><td>16%</td><td>72%</td></tr> </table>	Score	1	2	3	4	5	Percentage	0%	0%	11%	16%	72%
Score	1	2	3	4	5									
Percentage	0%	0%	11%	16%	72%									
Norm	<p>▼ AVG: 3.87</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>1%</td><td>5%</td><td>22%</td><td>44%</td><td>26%</td></tr> </table>	Score	1	2	3	4	5	Percentage	1%	5%	22%	44%	26%
Score	1	2	3	4	5									
Percentage	1%	5%	22%	44%	26%									

1 = Strongly Disagree, 2 = Disagree, 3 = Partly Agree & Partly Disagree, 4 = Agree, 5 = Strongly Agree

Section 2B: Mental Skills Detail

Leadership

Rater	Range & Average Score	Score Distribution												
Self	<p>▼ AVG: 3.72</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>0%</td><td>11%</td><td>33%</td><td>27%</td><td>27%</td></tr> </table>	Score	1	2	3	4	5	Percentage	0%	11%	33%	27%	27%
Score	1	2	3	4	5									
Percentage	0%	11%	33%	27%	27%									
Norm	<p>▼ AVG: 3.57</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>2%</td><td>12%</td><td>29%</td><td>36%</td><td>19%</td></tr> </table>	Score	1	2	3	4	5	Percentage	2%	12%	29%	36%	19%
Score	1	2	3	4	5									
Percentage	2%	12%	29%	36%	19%									

Mastery Approach

Rater	Range & Average Score	Score Distribution												
Self	<p>AVG: 4.78 ▼</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>0%</td><td>0%</td><td>5%</td><td>11%</td><td>83%</td></tr> </table>	Score	1	2	3	4	5	Percentage	0%	0%	5%	11%	83%
Score	1	2	3	4	5									
Percentage	0%	0%	5%	11%	83%									
Norm	<p>▼ AVG: 3.94</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>1%</td><td>5%</td><td>19%</td><td>46%</td><td>28%</td></tr> </table>	Score	1	2	3	4	5	Percentage	1%	5%	19%	46%	28%
Score	1	2	3	4	5									
Percentage	1%	5%	19%	46%	28%									

1 = Strongly Disagree, 2 = Disagree, 3 = Partly Agree & Partly Disagree, 4 = Agree, 5 = Strongly Agree

Section 2B: Mental Skills Detail

Open to Feedback

Rater	Range & Average Score	Score Distribution												
Self	<p>AVG: 4.11 ▼</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>0%</td><td>5%</td><td>22%</td><td>27%</td><td>44%</td></tr> </table>	Score	1	2	3	4	5	Percentage	0%	5%	22%	27%	44%
Score	1	2	3	4	5									
Percentage	0%	5%	22%	27%	44%									
Norm	<p>▼ AVG: 3.66</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>2%</td><td>11%</td><td>25%</td><td>40%</td><td>21%</td></tr> </table>	Score	1	2	3	4	5	Percentage	2%	11%	25%	40%	21%
Score	1	2	3	4	5									
Percentage	2%	11%	25%	40%	21%									

Satisfaction

Rater	Range & Average Score	Score Distribution												
Self	<p>AVG: 4.56 ▼</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>0%</td><td>0%</td><td>5%</td><td>33%</td><td>61%</td></tr> </table>	Score	1	2	3	4	5	Percentage	0%	0%	5%	33%	61%
Score	1	2	3	4	5									
Percentage	0%	0%	5%	33%	61%									
Norm	<p>▼ AVG: 3.92</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>1%</td><td>5%</td><td>21%</td><td>44%</td><td>27%</td></tr> </table>	Score	1	2	3	4	5	Percentage	1%	5%	21%	44%	27%
Score	1	2	3	4	5									
Percentage	1%	5%	21%	44%	27%									

1 = Strongly Disagree, 2 = Disagree, 3 = Partly Agree & Partly Disagree, 4 = Agree, 5 = Strongly Agree

Section 2B: Mental Skills Detail

Self Worth


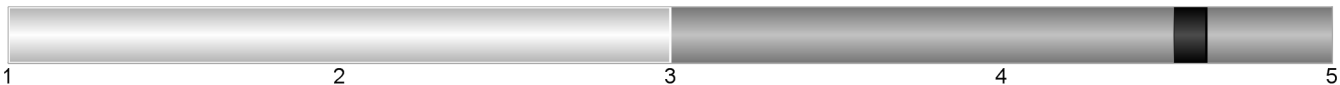
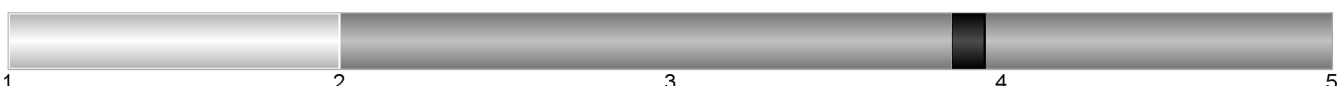
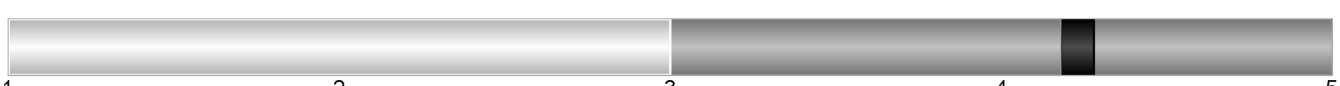

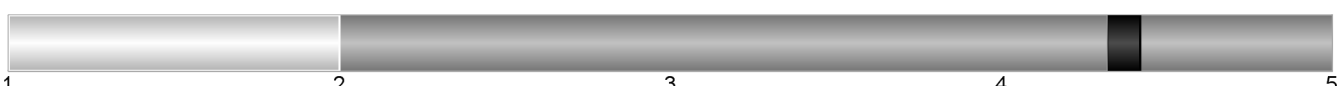
Rater	Range & Average Score	Score Distribution												
Self	<p>AVG: 4.06 ▼</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>0%</td><td>0%</td><td>22%</td><td>50%</td><td>27%</td></tr> </table>	Score	1	2	3	4	5	Percentage	0%	0%	22%	50%	27%
Score	1	2	3	4	5									
Percentage	0%	0%	22%	50%	27%									
Norm	<p>▼ AVG: 3.44</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>6%</td><td>14%</td><td>25%</td><td>36%</td><td>17%</td></tr> </table>	Score	1	2	3	4	5	Percentage	6%	14%	25%	36%	17%
Score	1	2	3	4	5									
Percentage	6%	14%	25%	36%	17%									

Task Confidence

Rater	Range & Average Score	Score Distribution												
Self	<p>AVG: 4.56 ▼</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>0%</td><td>0%</td><td>5%</td><td>33%</td><td>61%</td></tr> </table>	Score	1	2	3	4	5	Percentage	0%	0%	5%	33%	61%
Score	1	2	3	4	5									
Percentage	0%	0%	5%	33%	61%									
Norm	<p>▼ AVG: 3.96</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>1%</td><td>4%</td><td>19%</td><td>45%</td><td>29%</td></tr> </table>	Score	1	2	3	4	5	Percentage	1%	4%	19%	45%	29%
Score	1	2	3	4	5									
Percentage	1%	4%	19%	45%	29%									

1 = Strongly Disagree, 2 = Disagree, 3 = Partly Agree & Partly Disagree, 4 = Agree, 5 = Strongly Agree

Section 3A: Applied Situations Overall Score

Applied Situations	Range & Average Score
<p>Game</p>	<p style="text-align: right;">▼ AVG: 4.13</p> 
<p>Off-Field Situations</p>	<p style="text-align: right;">AVG: 4.57 ▼</p> 
<p>Parents & Coaches</p>	<p style="text-align: right;">▼ AVG: 3.90</p> 
<p>Practice</p>	<p style="text-align: right;">▼ AVG: 4.23</p> 
<p>Setbacks</p>	<p style="text-align: right;">AVG: 4.43 ▼</p> 
<p>Teammates</p>	<p style="text-align: right;">▼ AVG: 4.37</p> 

1 = Strongly Disagree, 2 = Disagree, 3 = Partly Agree & Partly Disagree, 4 = Agree, 5 = Strongly Agree

Section 3B: Applied Situations Detail

Game														
Rater	Range & Average Score	Score Distribution												
Self	<p>AVG: 4.13 ▼</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>0%</td><td>3%</td><td>10%</td><td>56%</td><td>30%</td></tr> </table>	Score	1	2	3	4	5	Percentage	0%	3%	10%	56%	30%
Score	1	2	3	4	5									
Percentage	0%	3%	10%	56%	30%									
Norm	<p>▼ AVG: 3.80</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>1%</td><td>7%</td><td>24%</td><td>43%</td><td>23%</td></tr> </table>	Score	1	2	3	4	5	Percentage	1%	7%	24%	43%	23%
Score	1	2	3	4	5									
Percentage	1%	7%	24%	43%	23%									

Off-Field Situations														
Rater	Range & Average Score	Score Distribution												
Self	<p>AVG: 4.57 ▼</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>0%</td><td>0%</td><td>6%</td><td>30%</td><td>63%</td></tr> </table>	Score	1	2	3	4	5	Percentage	0%	0%	6%	30%	63%
Score	1	2	3	4	5									
Percentage	0%	0%	6%	30%	63%									
Norm	<p>▼ AVG: 3.74</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>3%</td><td>10%</td><td>23%</td><td>38%</td><td>25%</td></tr> </table>	Score	1	2	3	4	5	Percentage	3%	10%	23%	38%	25%
Score	1	2	3	4	5									
Percentage	3%	10%	23%	38%	25%									

1 = Strongly Disagree, 2 = Disagree, 3 = Partly Agree & Partly Disagree, 4 = Agree, 5 = Strongly Agree

Section 3B: Applied Situations Detail

Parents & Coaches

Rater	Range & Average Score	Score Distribution												
Self	<p>▼ AVG: 3.90</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>0%</td><td>6%</td><td>30%</td><td>30%</td><td>33%</td></tr> </table>	Score	1	2	3	4	5	Percentage	0%	6%	30%	30%	33%
Score	1	2	3	4	5									
Percentage	0%	6%	30%	30%	33%									
Norm	<p>▼ AVG: 3.62</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>3%</td><td>12%</td><td>24%</td><td>39%</td><td>21%</td></tr> </table>	Score	1	2	3	4	5	Percentage	3%	12%	24%	39%	21%
Score	1	2	3	4	5									
Percentage	3%	12%	24%	39%	21%									

Practice

Rater	Range & Average Score	Score Distribution												
Self	<p>AVG: 4.23 ▼</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>0%</td><td>0%</td><td>20%</td><td>36%</td><td>43%</td></tr> </table>	Score	1	2	3	4	5	Percentage	0%	0%	20%	36%	43%
Score	1	2	3	4	5									
Percentage	0%	0%	20%	36%	43%									
Norm	<p>▼ AVG: 3.80</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>1%</td><td>8%</td><td>22%</td><td>42%</td><td>25%</td></tr> </table>	Score	1	2	3	4	5	Percentage	1%	8%	22%	42%	25%
Score	1	2	3	4	5									
Percentage	1%	8%	22%	42%	25%									

1 = Strongly Disagree, 2 = Disagree, 3 = Partly Agree & Partly Disagree, 4 = Agree, 5 = Strongly Agree

Section 3B: Applied Situations Detail

Setbacks

Rater	Range & Average Score	Score Distribution												
Self	<p>AVG: 4.43 ▼</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>0%</td><td>3%</td><td>6%</td><td>33%</td><td>56%</td></tr> </table>	Score	1	2	3	4	5	Percentage	0%	3%	6%	33%	56%
Score	1	2	3	4	5									
Percentage	0%	3%	6%	33%	56%									
Norm	<p>▼ AVG: 3.66</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>3%</td><td>10%</td><td>23%</td><td>42%</td><td>20%</td></tr> </table>	Score	1	2	3	4	5	Percentage	3%	10%	23%	42%	20%
Score	1	2	3	4	5									
Percentage	3%	10%	23%	42%	20%									

Teammates

Rater	Range & Average Score	Score Distribution												
Self	<p>AVG: 4.37 ▼</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>0%</td><td>3%</td><td>16%</td><td>20%</td><td>60%</td></tr> </table>	Score	1	2	3	4	5	Percentage	0%	3%	16%	20%	60%
Score	1	2	3	4	5									
Percentage	0%	3%	16%	20%	60%									
Norm	<p>▼ AVG: 3.79</p>	<table border="1"> <tr><th>Score</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><th>Percentage</th><td>1%</td><td>8%</td><td>23%</td><td>42%</td><td>24%</td></tr> </table>	Score	1	2	3	4	5	Percentage	1%	8%	23%	42%	24%
Score	1	2	3	4	5									
Percentage	1%	8%	23%	42%	24%									

1 = Strongly Disagree, 2 = Disagree, 3 = Partly Agree & Partly Disagree, 4 = Agree, 5 = Strongly Agree

Section 4: Mental Skills and Applied Situations Summary Profile

Applied Situations	Practice		Game		Setbacks		Parents & Coaches		Off-Field Situations		Teammates	
	Average	Norm	Average	Norm	Average	Norm	Average	Norm	Average	Norm	Average	Norm
Mental Skills												
Effort	5.00	4.29	4.00	4.00	4.33	4.02	4.67	4.05	4.67	3.80	4.67	4.12
Leadership	4.00	3.59	3.33	3.37	4.33	4.03	3.33	3.35	4.00	3.66	3.33	3.39
Open to Feedback	3.33	3.29	4.33	4.13	5.00	3.99	2.67	3.08	4.33	3.31	5.00	4.10
Goal Setting	4.00	3.67	4.00	3.89	4.00	3.47	3.67	3.28	4.67	3.91	3.00	2.95
Goal Implementation	4.00	3.38	4.00	3.56	4.33	3.48	3.00	3.19	4.33	3.56	3.67	3.37
Personal Control	4.00	3.93	4.33	4.00	4.67	3.59	4.67	3.60	5.00	3.97	5.00	4.11
Mastery Approach	5.00	4.15	4.67	3.92	4.33	3.73	5.00	3.94	5.00	3.85	4.67	4.07
Satisfaction	4.67	4.08	4.33	3.75	4.33	3.43	4.00	4.06	5.00	4.23	5.00	4.01
Task Confidence	5.00	4.36	4.00	3.75	5.00	4.09	3.67	3.88	5.00	3.70	4.67	3.97
Self-Worth	3.33	3.24	4.33	3.66	4.00	2.80	4.33	3.79	3.67	3.39	4.67	3.75

1 = Strongly Disagree, 2 = Disagree, 3 = Partly Agree & Partly Disagree, 4 = Agree, 5 = Strongly Agree

Section 5A: Highest Scores

Highest Six Scores		
Mental Skills	Applied Situations	Average
Personal Control	Off-Field Situations	5.00
Mastery Approach	Off-Field Situations	5.00
Satisfaction	Off-Field Situations	5.00
Task Confidence	Off-Field Situations	5.00
Mastery Approach	Parents & Coaches	5.00
Effort	Practice	5.00
Mastery Approach	Practice	5.00
Task Confidence	Practice	5.00
Task Confidence	Setbacks	5.00
Open to Feedback	Setbacks	5.00
Personal Control	Teammates	5.00
Open to Feedback	Teammates	5.00
Satisfaction	Teammates	5.00

Section 5B: Lowest Scores

Lowest Six Scores		
Mental Skills	Applied Situations	Average
Open to Feedback	Parents & Coaches	2.67
Goal Implementation	Parents & Coaches	3.00
Goal Setting	Teammates	3.00
Self-Worth	Practice	3.33
Leadership	Teammates	3.33
Leadership	Parents & Coaches	3.33
Open to Feedback	Practice	3.33
Leadership	Game	3.33



AS&K Sports

Section 6: Mental Skills Assessment (MSA) Interpretive Guide

The Mental Skills Assessment (MSA) Interpretive Guide provides a brief description of each of the ten mental skills measured by the assessment. Read the mental skill descriptions to obtain a clear understanding of what it means. As our everyday experience teaches us, some mental skills influence other mental skills. For example, mental skills associated with effort are influenced by our confidence beliefs. While some of the relationships among the mental skills may be obvious, some are not. The Interpretive Guide explains some of the key relations between mental skills based upon the current scientific evidence. In order to interpret your MSA results better, note your scores for each mental skill, read the description of each mental skill, and then review the relationship statements that identify how the mental skill is influenced by other mental skills. The relationship statements explain how the mental skill is enhanced or diminished by other mental skills.

Mental Skill	Score	Score Interpretation
Effort	4.56	The athlete performs the tasks, spends the time, and makes the sacrifices needed to gain skills and perform successfully. This includes preparing mentally and physically for a game, foregoing fun activities in order to practice, practicing more and harder than others, and getting the most out of practice sessions. High scores indicate that the athlete's efforts do not diminish much or at all in the face of failure. Effort is enhanced when there are high scores on Personal Control and Mastery Approach. Effort is diminished when Task Confidence and Self-Worth scores are low. Low scores may also indicate a lack of interest in the sport compared to other activities. Effort is especially diminished when Task Confidence and Self-Worth are low and the athlete faces a setback. Effort differs a lot from situation to situation (e.g., practice and games).
Leadership	3.72	The athlete who is a leader serves as a role model to others on and off the field, takes the initiative to encourage teammates when the team has a setback, and is the athlete the coach depends on to reinforce key messages to the team. The athlete who is a leader expects teammates to work hard and perform to the best of their abilities and speaks to them when they do not. Other players seek the opinion and support of the leader. The leader influences others by words and action and not by physical ability, strength, size, or authority.
Open to Feedback	4.11	The athlete who is open to feedback seeks feedback, either positive or negative, from as many different sources as possible. The feedback information is not distorted by the athlete to match pre-existing ideas of strengths and areas in need of development. The athlete who is open to feedback carefully observes his/her own performance and compares it to personal standards and expectations. An athlete is open to feedback when he/she observes others' performances to find ways to improve. The athlete who is open to feedback listens carefully to the coaches' advice and works hard to understand and implement it. Open to Feedback is enhanced when scores on Mastery Approach are high. Open to Feedback is diminished when Self-Worth and Task Confidence are low.

Mental Skill	Score	Score Interpretation
Goal Setting	3.89	The athlete who sets goals effectively is one who sets specific, moderately challenging, and realistic goals. The athlete avoids general, “do my best” goals in favor of specific, observable, and countable goals. A specific goal is easy to track and measure on a continual basis (e.g., daily or weekly). A moderately challenging goal is one that the athlete knows will require a moderate amount of work and time to achieve. The goal the athlete sets will result in real and valued progress in improving skills and performance. The goal set by the athlete is achievable in a reasonable timeframe. Goal setting is enhanced by a Mastery Approach and Task Confidence. Effective Goal Setting increases Effort. Goal Setting is diminished by low scores on Personal Control.
Goal Implementation	3.89	The athlete who effectively implements goals creates specific plans for tracking and achieving the goals that he/she sets. A high score on goal setting does not ensure a high score for goal implementation. The athlete who implements goals effectively keeps a record of goals, tracks progress toward goals frequently (e.g., daily or weekly), identifies milestones that indicate progress toward goals, and makes adjustments to goals, as needed. The athlete who successfully implements goals anticipates obstacles to achieving goals and plans ways to overcome the obstacles. Goal Implementation is enhanced by effective Goal Setting and Task Confidence. Goal Implementation is diminished by low scores on Self-Worth and Open to Feedback. Effective Goal Implementation increases Effort and Performance Satisfaction.
Personal Control	4.61	Athletes with a strong Personal Control believe that they have a great deal of control over the events affect their lives. When athletes with a strong Personal Control experience a setback or obstacle they believe they can overcome it and they take action to do so. The setback or obstacle does not interfere with other plans or activities. They believe the setback is only temporary or the obstacle will interfere briefly. Athletes with a strong Personal Control believe that their success is due to their skills and hard work and failures and setbacks can be avoided by hard work. Personal Control is enhanced by Performance Satisfaction and Task Confidence. Personal Control increases Effort, Leadership, Goal Setting, and Goal Implementation. Personal Control is diminished by low scores on Self-Worth and low Task Confidence.

Mental Skill	Score	Score Interpretation
Mastery Approach	4.78	Athletes with a strong Mastery Approach are more motivated by personal improvements in their skills and performance than by obtaining external rewards and recognition. Athletes with a strong Mastery Approach are not motivated by being the best on the team or winning the admiration of coaches, parents, or friends. Instead they are motivated by experiencing real progress in their mastery of skills and knowledge needed to perform successfully. Athletes with a strong Mastery Approach are not very stressed by a setback as long as the setback results in improving skills and learning something new. The Mastery Approach enhances Effort, Goal Setting and Goal Implementation. Task Confidence and Mastery Approach enhance each other. Mastery Approach diminishes the negative aspects of low scores on Self-Worth. Mastery Approach is diminished by low scores on Personal Control and Open to Feedback.
Satisfaction	4.56	The athlete who expresses Performance Satisfaction judges as worthwhile the time and effort exerted to achieve valued goals; they are satisfied with the end result. Performance Satisfaction is important to long-term commitment (e.g., more than six months) to achieving goals; it is less important to initiating a new training program or setting new goals. Athletes who have high Performance Satisfaction scores set effective short and long-term goals and have plans to implement them. High Performance Satisfaction scores indicate athletes who are more likely to succeed over the long haul. Performance Satisfaction is enhanced by effective Goal Setting, Goal Implementation, and Personal Control. Performance Satisfaction is diminished by setting only short-term goals and poor scores on Effort and Open to Feedback.
Task Confidence	4.56	Athletes with high levels of Task Confidence have strong expectations of success on specific tasks they perform. Confidence in executing a task can vary greatly from task to task. A high Task Confidence score indicates that the athlete is confident in performing well on tasks critical to success in his/her sport. Athletes with high levels of Task Confidence are more likely to succeed on a task even when their skills are somewhat deficient. They are more willing to attempt difficult tasks and are less discouraged by failure. Task Confidence enhances Effort, Leadership, Goal Setting, and Goal Implementation. Task Confidence is enhanced by high scores on Mastery Approach and Personal Control. Task Confidence is diminished by low scores on Open to Feedback and Satisfaction.

Mental Skill	Score	Score Interpretation
Self-Worth	4.06	Athletes with high levels of Self-Worth possess a respect for themselves that is not dependent upon being a successful athlete, receiving rewards and recognition from others, or achieving high levels of performance. Athletes with high levels of Self-Worth experience less anxiety, feel less guilty and ashamed when setbacks occur, and their Self-Worth is based upon a belief in their basic goodness and value as a person. Athletes with high Self-Worth scores are not jealous of the success of others and believe they themselves deserve success when they put in the required time and effort. High levels of Self-Worth enhance Open to Feedback, Leadership, Task Confidence, and Goal Setting and Implementation.



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