

MENTAL ADVANCEMENT & TEAM BUILDING THEORIES IN COLLEGE BASEBALL.

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MENTAL ADVANCEMENT & TEAM BUILDING THEORIES IN COLLEGE BASEBALL

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Love you always!

Abstract

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Under the Supervision of Dr. Scott Ringgenberg

The research data performed coaching philosophies and theories to help create a cohesive unit in team building, imagery using the mind, and breathing relaxation techniques. The emphases of these different theories were tested to see if the prognosis of overall coaching intuitive style of instructive creativity maximizes the result of players overall game. Different players throughout the team developed new tendencies and overlooked coaching technicalities over a six week period. Group A. (outfielders) received all three coaching strategies, of team building, visual imagery and breathing strategies. Group B, (infielders) received the coaching strategy of team building. Group C (pitchers) was the control group, and received no courtesy of approach. These different groups were judged on the overall statistics and personal preferences of different philosophies performed by the coaching staff. All three groups were unaware of the coaching methods, and then made clear the procedure that was being tested after the six week process.

Purpose of theory research focus on college's athletics and personify from team generated fundamentals. A lot of college programs derive on talent, paying little attention on the experience and nature of the team. Building a cohesive, united group of individuals and motivating them through different strategies and efforts of a programs philosophy will prove the overall hypothesis in favor of Group A. The prognosis will determine which group who received certain treatments exceeded their full potential satisfaction based on the theories they were given.

Developing new styles of coaching philosophies, intuitive structure and making their games potential a reality, will help mold college athletes into adults of character with means. The main objective at the end of this six week period is to emphasize on team chemistry, and the examination of a player's character not being bigger than the team represented. The hypothesis of having the best results from Group A. will determine that with the philosophies of team generated moral will orient the general goal for every player to care more about the name on the front of their jersey then the one on their back!

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Chapter One: Introduction

Baseball coaches throughout the country would all agree, that one time in their life they have used or heard the terminology that the game is ten percent physical and ninety percent mental. The meaning of that expression deliberately signifies that the brain has to be functioning at a high level to be able to perform up to its ability. How someone thinks consciously affects action especially when it is through repetition, intuition, or fear. As an athlete, being able to control instinct at a high performance level is quite challenging, but by mental preparation in controlling the subconscious to perform with relaxation and mental preparation can help one perfect your abilities with better results and satisfaction.

Visual imagery is the episodic image of a scenario being visualized from a past memory or event. It is impossible to create an image detailed through memory visualization if it has never happened. For the maximum results and for full satisfaction of mental imagery, the visual has to be so in-depth discovering its true feelings, emotions and the element of the five senses experienced through the event that took place. Emerging relaxation techniques, allows the body to fully endeavor its natural state in the image the mind has allowed it to recreate. This process is described to as athletes when there “in the zone”. The terminology refers to an athlete in control of their subconscious in its current state of mind, causing an athlete to play with more self-confidence in maintaining higher ability awareness and to slow the game down, allowing problem solving skills to be more customary.

Statement of the Problem

The problem to be addressed stated as a question is “Why incorporate the strategy of mental imagery and baseball?” What is the relationship between mental training and Coaching strategy in collegiate baseball? How will the distinctive results be based off the mental edge created for the players being tested? More importantly, how will the mental preparation taught to the student athletes knowingly be done to its maximum effort and accuracy?

Definition of Terms

Imagery- Imagery, in the context of sport, may be considered as the neural generation or regeneration of parts of a brain representation/neural network involving primarily top-down sensorial, perceptual and affective characteristics, that are primarily under the conscious control of the imager and which may occur in the absence of individual perception that functions equivalent to the actual sporting experience. (Morris et al (2005)

Imagery modality.-Behavioral agency and spatial perspective are frequently confounded with image modality, especially movement kinesthesia. As we have discussed, spatial perspective is, primarily, a visual component of the image. When combined with agency and with movement added to the image content, the potential exists to experience kinesthesia and other modalities associated with the movement (the clouds before the storm) (Holmes 2008)

Baseball- is a game using a bat-and-ball, played between two teams of nine players who take turns batting and fielding. The offense attempts to score more runs than its opponents by hitting a ball thrown by the pitcher with a bat and moving counter-clockwise around a series of four bases: first, second, third and home plate. A run is scored when the runner advances around the bases and returns to home plate where he originally started.

Visualization- is a technique involving the focus of positive mental images in order to achieve a particular goal seeking an effect to the outer world by changing one's thoughts and expectations.

Creative visualization is a thorough skill that focuses on formal techniques that underlie positive thinking and is commonly used by athletes to enhance their performance. (Calmels2008)

Coaching- is a creative teaching, training or developmental style where an individual or individuals are supported and taught valuable key elements while achieving a specific personal and or team result or goal.

Observation- in the context of sport, may be considered as the neural stimulation of a brain representation/neural network involving primarily bottom-up sensorial, perceptual and affective characteristics, that are primarily under the subconscious control of the observer and which may occur in the presence of the individual perception equivalent to the actual sporting experience.

Law of Attraction- a theory believed that "like attracts like" and that by focusing on positive or negative thoughts one can bring about positive or negative results.

Role Idolization- A person regarded by others in particular behavioral or social mannerist role that is emulated (Hilton2001)

Delimitations of Research

The Delimitations of my research are only focused on statistics and results based upon preference. Each position player may adapt differently with different philosophies of coaching strategy and mental imagery. The study will be limited to position players in the outfield getting the full collegiate coaching experience, and infielders receiving mediocre college coaching expectancy, having the pitchers acquire resources based on self -knowledge and inner motivation. Overall the development of ponder focuses on the true separation between people who use mental imagery and influential coaching strategies leading to competition, compared to

someone who does not. I am currently researching techniques that generate the style of coaching cohesive team building, and mental imagery to see if these theories fuse and impact player preparation based on seasonal performance.

Method of Approach

Using motivational tactics, coaching philosophies, and inspirational team building concepts ten student athletes consisting of strictly outfielders that are freshmen through seniors will perform the key characteristics of mental imagery and visualization. Through this study, the creation of strong unified characteristics to build unified trust within the use of mental imagery will be created through different techniques and styles to help invoke the importance of the mental edge, preparing these student athletes for game type atmospheres. Developing a routine and a comfortable relaxation method for each athlete during fall ball will hopefully have them carry over the technique into the regular season.

The use of mental imagery can be used with a layout of a musical time frame. Realistically each player will build the stamina of visualization for five full songs asked upon them of the first practice. Each song has a purpose based on the lyrics, rhythm, and motivation to the player. Evolving the players to focus on their breathing regularity and emotions through suitable occurrences throughout timely events will help prepare their visual imagery become more detailed. Generating motivational competition in practice, discovery of a daily routine on and off the field of what work. Using techniques based on law of attraction, which triggers motivational reminders to the subconscious to recall the journey of sport. Ideally, little characteristic assignments will build these young men ability to complete mental imagery every practice, and eventually will lead to full mental imagery where they can develop their five senses

during their visualization imagery created through their mental preparation reflecting on their overall game.

Other position players will intertwine with team building ideologies, allowing them to interact in team involvement, goal setting, and cohesive practice techniques to build team chemistry. The pitchers will be individually coached which will neglect them of unified team concepts and coached mental visualization.

A brief review of the history of sports psychology (1950s-present) was conducted. A review of literature relating to research, studies, and subjective evidence of mental training in collegiate athletics, and its impact on performance as well as, motivation was conducted. Then a study was carried out, creating different styles and philosophies based on trial and error likes and dislikes fitting the student athlete's needs and preferences. The purpose of this study is creating natural or developed psychological edge that enables athletes to generally cope better than opponents with the many demands given by team oriented goals and strategic philosophy.

Chapter Two: Review of Related Literature

Team Building Skills & Creating Competition

The word team describes a group of individuals performing a function of determination for a common purpose. Team is defined as together everyone achieving more for the enhancement of the unity it desirably serves.(Cummings J.L 2001) As a coach it is important to prioritize goals and enrich player significance in working together as a unified group. Different skills and techniques that make up a team determine or guide the coach's role to bring out each player's strengths and eliminate their weaknesses by building confidence within themselves or in one another. Appropriate approaches of building players trust, creating positive chemistry within the functioning unit and generating complete satisfaction of winning through character advancement are true theoretical implements that coaches must assemble in order to build a strong contingent group. (Giacobbi J. 2002) Along with other team building theories and attitude, coaches approach unifying player development with the common purpose of building a cohesive group striving for a common commitment.

The extended pressure placed on coaches is determined by the team performance measured in wins and losses. Good coaches don't measure their success through the perceptions of the outside world but rather through watching their team develop into cohesive unit. Creating team unification adds responsibilities for a head coach and produces team alliance that can be grueling at times but rewarding for all parties involved. A successful coach recognizes that not all players are the same and understands that some players will develop faster and they all learn in different ways. Using multicultural theories of delivery when presenting team concepts

accesses different leaning styles and allows for maximum player development and helps a coach and team to be successful. (Giacobbi)

Most coaches create an organizational program based on cohesive unity that allows the person in charge to recruit players that will fit their structured system. Different characteristics of a player's style attract certain coaches to that player's overall game. Coaches create a relationship with new recruits for the best interest for both parties involved by initiating player development and forming a bond of satisfaction between player and coach. Most coaches start tough and as time progresses and players mature and grow the relationship between coach and player becomes more unified and trusting. A coach is a role model and it is vital to consider the influential role this positive example exemplifies in these young player's lives. Engaging in players lives outside of the dedicated team periods enhances mutual respect, considerable rule engagement and respectable authority. (Gould, D. 2002) Knowing your players socially and understanding their initial needs and their learning styles demonstrates the willingness to intervene with individual disputes. (Gould) This is a key component of coaching and involves personal development, character growth of a young man on and off the field and learning the importance of time management. Showing players initiative within their lives outside of athletics helps increase a cohesive bond. This extra incentive shows true passion between the relationship of coach and player. The extra effort of caring enhances players work ethic, commitment and dedication to the teams overall chemistry.

Team Chemistry

When building team chemistry it is vital to arrange and prioritize the logistics that assemble the program's concepts. Recognizing team progression and identifying goal development helps player satisfaction by acknowledging their individual and team

accomplishments. (Hoover 2006) A coach's responsibility revolves around building a team's cohesiveness and structuring those qualities to the betterment of the team. As team leaders, the coach's role is to develop players' skills and give them the support needed to improve their overall game, perfect their individual skills and in doing so better their teammates. Coaches are to be the biggest supporter of player development, where they encourage risk taking and strive in bringing out potential of each player's skill set for the advancement of the team. The purpose of team building is to pursue your teams potential skill set, making each player a valuable asset to the overall chemistry of the program's desired goal. (Roberts 1999) In order to strive for that success it is imperative that coaches and players are aware of change. Different years have new teams and with new teams come new personnel. With help from returners, new recruits become more acquainted interacting with previous players of the program, compelling them to adapt to new coaching philosophies, team strategies and unity of the teams goals. Each player's qualities and characteristics are different, being able to discuss change and the effects of frustration, fear or even anger can all result in negative team chemistry. It is important to address these situations head on and acknowledge them vocally and confidentially before they become an issue effecting team interaction. Leveraging diversity and any complications of an individual's differences are topics that have to be treated delicately, but not overlooked. (Hoover) The overall boundaries of topics have to be restored for the overall goal success that the team has created.

Cohesive Team Unity

Strong cohesive team unity is important in athletics and there are many ways to build respect between initiation between players and coaches within the group. Participating in activities outside of the sport, whether it's through volunteering at a shelter, running camps,

fundraisers, appearing at a sporting event, or attending a social dinner together, each individual requirement serves a purpose that each person becomes more acquainted with one another as a person outside an athletic setting. Creating healthy and productive competition allows players to develop and learn their role within the team. Having six athletes to fill three spots creates excellent competitive eagerness between all six players perusing to be in the starting lineup come March. The three topic key points I focused on with the outfielders were emphasized under key points of individuality of swagger, unified swagger and team swagger. These three terminologies highlight an individual's overall impact that domino the outfield core unity and indulge the overall team camaraderie. There are many cohesive team building techniques that different coaches use, all with the same purpose, to develop models of behavior and meaningful notions that affect others positively to succeed desirably for success.

Relaxation & Breathing Exercises:

One of the most rewarding phases of the day is the realization of knowing when the day is done. Relaxation is a term people use to describe the process of slowing down their mind and body and easing the tension of the day's struggles and caused stresses created through work and social life. (Bandura 1997) Escaping into a comfortable pair of pants, snuggling up with a cozy blanket, or enjoying the comfort of your bed are all tools that can increase the importance and meaning of relaxation. Many forgo relaxation and overlook the importance of making time for themselves in their busy lives to embrace relaxation. Relaxation can come instantaneously by focusing the mind on enjoyment; slowing down to look around, enjoying the little things in nature or the everyday pleasures that we often overlook like a beautiful sunset, stars in the sky or a windy drive on the way home from work. (Bandura) Different people handle stress differently, some escape by burying their nose in a book, going to the gym, or indulging in a hot bubble bath.

Joining these different theories and focusing on breathing and relaxing the extremities helps calm the mind. (Bandura) Combining different relaxation theories with breathing exercises will help create ultimate satisfaction of relieving tension, clearing your mind causing self-purity and essential overall relaxation. (Wienberg 2007) Experiencing overall satisfaction in pure relaxation will give the body more tranquility, allowing the mind's concentration to be more graphic, interpret information sooner and create positive energy throughout the body for hours at a time. (Gardner 2005)

Different theories and styles of breathing tendencies involve different mechanisms of inhaling and exhaling. It is imperative when performing relaxation techniques and breathing exercises that the person not be distracted with lives disturbing influences. (Wienberg) When a person is relaxed, they breathe through their nose in a slow and even way. Deliberately stabilizing a relaxed breathing pattern seems to calm the nervous system that controls the body's involuntary functions. Styles of breathing can fluctuate by inhaling deeply through the nose and out with the mouth for cycled repetition of six seconds. This sequence can be done anywhere but is great in bed before going to sleep. "It's similar to counting sheep", Shakeshaft says, "if you're having trouble falling asleep, this breathing style can help take your mind off the racing thoughts, or whatever might be distracting you from sleep."(Shakeshaft 2013) Progressive relaxation focuses on the combination of equal breathing in through the nose, hold for a count of five while the muscles tense, then breathe out through the mouth on release. Controlled breathing not only keeps the mind and body functioning at their best, it can also lower blood pressure, promote feelings of calm and relaxation and help handle distress in everyday occurrences. (Shakeshaft)

Different theories of breathing exercises also promote the theory of making people feel more awake. Using different breathing exercises can allow people to become more focused or energized. This strategic method focuses on inhaling for ten seconds through the nose very deeply and long, while exhaling quickly through the mouth pushing the air deeply out of the lower lungs. (Shakeshaft) This skull shinning breathing technique energizes the nervous system and rejuvenates brain cells. “It will warm up the body, shake off stale energy and wake up the brain.” It is best used in the morning upon starting your day in preparation to take on situational obstacles. (Shakeshaft)

The different styles of breathing exercises influence on busy athletes are an overlooked topic for young adolescents. Psychologists and different researchers suggest adapting breathing exercises at a younger age to avoid chronic stress in later years of life. (Wienberg) It teaches young adults how to control stress they encounter throughout their lives, using it early on will help sustain it in later life. Some theorists believe in music relaxation to help increase soothing tendencies. The use of music helps younger adults to relate and embrace the theory. (Shakeshaft) Using music has the combination of calming rhythms and beats with positive lyric connections to the listener that can help acknowledge life’s satisfaction. Listening to music calms the brain nerves because the focus is on the listening process. As young people learn the value and significant impact that these techniques can have on their body, game, lifestyle and everyday lives they begin to pursue the theories to get an extra edge over their opponents. (Shorts, S.E.2012) Adapting breathing exercises and managing your stress level can be beneficial to not only young adolescents but all people. (Shakeshaft) Perfecting different relaxation theories will eliminate stress and help your body manage different triggers that increase anxiety. (Shakeshaft) Recognizing these different prompts will help lower blood pressure, stimulate feelings, intensify

calm, clear thoughts and improve sleeping habits. Try something different: Slow down. Take five minutes and focus on only one behavior with awareness. Notice how the air feels, enjoy the texture and taste of each bite of food, spend time in the moment and focus on the atmosphere, and the tensions leaving the body. (Shakeshaft)

The value of physical training, working hard and being determined are all characteristics that are necessary in achieving goals. It is important to be enthusiastic about hard work but necessary to get away from the work occasionally. The results of continuous work intuition can cause severity of stress making situations overwhelming or exhausting, lowering the interest level and awareness. Feeling stress during a job interview, taking a test, or running a race; are all kinds of short-term stress. (Shakeshaft) Long-term stress is caused by stressful situations or events that last over a long period of time, like problems at work or conflicts at home. Over time, chronic stress can lead to severe health problems. Using breathing exercises will not only lower stress but can allow more energy, increase stamina in mental focus, increase smoother digestion, lower blood pressure, and more satisfying of sleep. (Shakeshaft) Increasing awareness of this necessity will allow any hard worker the sanity to dedicate time to work and physical health. The terminology of burning the candle at both ends is a saying that represents a person who works very hard and stays up very late at night. (Shakeshaft) One end of the candle is work done in the daylight, and the other end is work done at night. This expression is important to people who pry their lives based on their work and other stressors that prevent relaxation. Hard work is important, and creating that skill of focus is important to have, but it is also important to shut off and to allow the mind and body to rest. (Wienberg)

The different theories of breathing tendencies and lowering stress are all significant indicators to overall goal breathing. Using the diaphragm as your main source of intake breathing

instead of filling the chest with oxygen better fluctuates blood flow, increasing endorphins as well as the level of stress hormones in the blood. (Shakeshaft) Repetition and even breathing using the Diaphragmatic breathing can be helpful when trying to decrease intense physical symptoms of stress and anxiety, such as increased heart rate, shortness of breath, and nerves better known as “butterflies” in the stomach. (Shakeshaft) Using this theory with middle aged athletes focuses on combining goal breathing with guided visualization. Guided visualization can improve athletic skill and increase alertness performance. (Best 1999) Guided visualization helps a person in becoming more self-confident and significantly increases self-esteem. (Sugarman 2007) Through images and sometimes feelings or thoughts that come up, guided visualization can often find answers to questions that have been struggling to resolve within the conscious mind. The combination of the Guided Visualization and goal breathing is very hard to do adequately, but the procedure of the two gives a person complete relaxation and full satisfaction. The more practice performing the two together will help affect challenging moments nourishing life improvements. (Best)

Visualization:

Success is determined within a person’s mindset which develops through goal setting determined by key points that acknowledges personal satisfaction. (Harmison 2006) Different people with different theories of success will all agree that success is created based on a person’s interest and personal satisfaction of their potential results. Developing goals to get to their initial satisfaction of goal resolution is based on personal drive, intuition, and perseverance. Different philosophies educate certain styles of repetition rehearsal through physical training and mental stability. (Middleton 2004) Physical training is a valuable asset in performance and goal achieving, but an overlooked preparation requirement is to also signify the mental preparation of

visualization. Visualization is the technique of using one's imagination to envision specific behaviors or events occurring in their life. (Best) By creating an image in your mind and visualizing it over and over again, your brain will start to believe that the event has actually occurred. The more envisioned an event, or rehearsed the actual successful criterion is, the more real and effective programming of the brain will be to the initial futuristic goal. (Best)

Visualization is a technique similar to meditation, only it is more lively and vivid relying on the brains ability to synthesize results. (Holmes 2008) Visualization encourages active thinking about possibilities and a person's most desires that occur in their life at that moment, months in advanced or even years ahead. Creating positive energies and emotions into practical characterization of envisioning will help make the most out of the opportunity to change and pursue your future envisioned goal. (Sugarman 2007) Believers suggest creating a detailed schema of what one desires and then visualizing it over and over again using all of the five senses. The adaptation of recognizing the senses based on routinely perfection enhances muscle memory. (Robels 1999) Enhancing your muscle memory creates steps of satisfaction and perfection to reach you ultimate goal scheme, the more depicted the image of visualization the better the impression in the results of validity.(Roberts 1999) For example, in sports a golfer may visualize the perfect stroke over and over again to mentally train their muscle memory. Paying attention to different features in the golfers swing like body structure, posture, how the club is held, and the surrounding venue audiences and scenery, are all depictions that create rational strengths focusing on in-depth visualization. (Loehr 1982)

Effective visualization does not take a lot of time, usually five minutes per day is enough if performed adequately and precisely. It does require commitment and dedication. Only the truly dedicated athletes, who do their visualization exercises day in and day out, will improve

their visualization skills. The better implications of focusing on the detailed imperfections that form the authenticity of your vision helps enhance the value and perspective more clearly.

(Cummings) This strong characteristic of depicted imagery is the base of visualization. (Best)

Starting new theories of visualization pushes new users to use scenic visualization of a past memorable moment of success. Using past experiences, depicting emotion along with scenic detail, allows users to have real implications for advancement. (Sugarman 2007) Starting this new form of practice will give first time users satisfaction, and increase their muscle memory to move onto creative and goal visualization. (Robles)

Developing creative visualization distinctly describes the basic technique that underlies positive thinking and refers to the practice of seeking results to actual everyday occurrences a person potentially strives for. This stepping stone, simply allows smaller goals of visualization to be expertise before accomplishing the overall goal. (Roberts) Satisfying results for first time users creates the positive energy and attitude to the user. Its practical strategy is commonly used by athletes to enhance their performance exceeding their preparation, control of their mood enhancement and over all presentation. (Cummings) The implication of controlling your mental stability throughout a sporting event has signified a greater impact of conscious resolution than physical subjective training in overall athletic performance. (Sugarman) It does, however, require commitment and dedication and a lot of practice day in and day out. Only the truly dedicated athletes, who do their visualization exercises day in and day out, will improve their visualization skills.

Mental Imagery:

The use of the technique of enhancing mental development before a sporting event has increased significantly with student athletes during the past decade. Generations of prior athletes

were only involved in the use mental imageries conclusive recollection on a random basis depending on the knowledge of the coaching staff. Illusions of hitting a baseball, reminiscing about the grass in the outfield, depicting the sound of the national anthem over the loud speaker as teams lineup on the foul line before playing a big game are all images which mentally rehearse the mind and prepare the body prior to a game. Mental Imagery is described as a scenic rehearsal that athletes experience or create through muscle memory which improves their mental preparation for an emotional sporting event. (Hall C.R. 1998) The decisive practice of action helps players become more natural, balancing drastic emotions and game play strategies as the sporting event intensifies into more excruciating pressures and tensions. (Hall) The performance peak of mental imagery has significantly increased, especially in sports where hundredth of seconds or inches separate champions from mediocre athletes and gives an extra edge that can be extremely crucial. (Roberts G.C. 1999) Many athletes are turning to mental imagery to move their game to the next level. Different uses of imagery in sports include mental practice of specific performance skills, improving confidence and positive thinking, problem solving, the controlling of arousal and anxiety, performance review and analysis and preparation for performance. (Holmes 2008)

Mental Imagery describes the mental rehearsal derived from scenic emotional satisfaction of previous events in a sporting event. (Hilton) The most common form of mental imagery is emplacement, rehearsing similar scenic episodes of success from situations performed for futuristic athletic occurrences. (Hall) Basically, creating a scenario before it happens, and placing the image as the center focus of success. The athlete uses mental imagery and focuses on their role in an uplifting, game changing moment during a performance. (Shorts) Athletes reminisce on this event as fuel to prepare for futuristic similar events and comparable emotional highs.

(Jones G. 2002) Recognizing and realizing emotional control in fluctuating scenarios helps athletes perform more relaxed and confident. The well rounded process of Visual Motor Behavior Rehearsal details imagery that includes visual, auditory, tactile, emotional and kinesthetic cues demonstrating physiological responses with solid evidence to support its effectiveness more than other theories. (Leftjowitz 2002) Repeating an episodic vision in the mind from a past successful situation simulates the emotion that was created through the highlighted event to reflect on the present game. Different events can be created changing situational details of unsatisfactory results from certain images but takes several hours of practice. Behavioral rehearsal helps control emotional flaws when passion or the excitement of the present event is reminiscent of defeat. (Leftkowitz)

Athletes use many different forms of mental imagery, sometimes not even being aware of the image they are creating. This use of imagery is seen by non-users as a mean to achieve relaxation and self-confidence. Peter Lang, who developed a strong emphasis on the mental edge in athletics, centers his practice on the Information Processing Model explaining the significant purpose organized in the brain for the functionality for the image created. (Hilton) The image represents two main types of statements which trigger response propositions and stimulus propositions. The conclusion describes the content of the scenario to be imagined based on emotional success and satisfaction. (Hilton) The response proposition describes the athlete's response to the scenario sporting event. An image contains a motor program magnifying the course or direction an athlete needs to respond with for future implications and similar futuristic scenarios. The illustration created by the imager can be modified to enhance futuristic scenarios with the hope for a better result. (Harmison 2006)

The Triple Code Model of Mental Imagery focuses on three corresponding elements that represent meaning, image and body change. (Hilton) The image that is created focuses on an emotionally arousing sensation that identifies realistic, real-world scenarios and images. The key element of image interpretation is focused on the attributes of sensation, providing realistic awareness of interaction, making the image reach full authenticity collaboration. (Harmison) Somatic response allows the imager to create realistic imagining resulting in psychophysiological changes in the body. (Hall) Creating a responsive result of life-like and realistic muscle movements allows the mind to implement these movements in game-like scenarios produced through the mental image created. (Hilton) The actual meaning of the image can imply something different to each individual. The steps created by the imager are based on experience, satisfaction and comfort and are influenced by the imager's background, experience and upbringing. (Hall) Although the steps of mental imagery are conclusively similar, the image created by each individual will have influential meaning with an effect based on preference and difference.

The different types of imagery users consume express simulated rehearsal that represents key characteristics to positive success creating encouraging emotion of integrity and self-assurance. (Cummings J.L. 2001) Imagery can be done on or off the field, very short for seconds or for minutes and a long duration, sitting up or lying down, in complete silence, with stereo playing, eyes open or shut. A shorter version of imagery is best implemented during the actual event, but should be finalized upon arrival. Players should prepare for hitting the perfect pitch, or seeing the ball hit the bat upon their actual plate appearance. In this case, the player should be in a relaxed and receptive state in order for the image to go deeply into the mind. (Leftkowitz) Visualization is the long-term usage of mental imagery that is done prior to relaxation and arrival

to the sporting event. (Hilton) It is recommended to do visualization two or three times a week to enhance long-term relaxation validity. (Cummings) There are many theories of mental visualization that date back several generations, most of the time it is a skill that takes several hours of practice to perfect. Perfection comes from the balance of muscle memory and cognitive learning. Practicing strong situational tendencies of mental preparation through common knowledge and rehearsing enduringly will help develop strong personal objectives to a player's overall control level of concentration in visualization and mental imagery. (LoehrJ.1982)

Enhancing the strategic images leading up to the positive emotion of the event and recognizing illustrated awareness in distinguished detail of influential characteristics that made the moment memorable is essential in creating the intuitive outcome of mental imagery. (Loehr) Clarity of small bursts of mental imagery will increase the overall satisfaction of true visualization upon game time, allowing the smaller, detailed images to be used upon the start of the game. (Porter 2003) Prior to an athletic event, it is important to relax and rehearse episodes of positive mental imagery illustrating the role in which the player perceives the action needed to be positive and relaxed during the event and performance. (Leftkowitz) The mental preparation consists of small depicted reminiscing scenes that highlight positive emotion and self-confidence. While envisioning these emotional episodes and acknowledging the awareness of overcoming adversity, it is imperative to recognize routine to the climatic buildup, which will bring understanding of progress in the athlete's game. (Leftkowitz) Different student athletes perform different routines based on their own style, creative perception and considerable success. Routine is described as being complacent by performing a part of a consistent procedure for a special reason because it is believed to cause regularity in performance satisfaction. (Loehr) Familiarity routine through superstition is generated cohesively through the brain timelessly

making the process an important consideration. Wearing familiar socks that help winning, eating a certain meal for extra energy, are all characteristics that help generate moral in players' confidence by feeling good and playing good, a mindset most coaches would not adjust. Baseball players rely on irrational belief, where persistence without hesitation is stored in muscle memory making the awareness of peak performance the main focus leading to gameplay. It is important to remember the steps that are overlooked upon the ultimate highlight because preparing for that moment is just as crucial as partaking. Rehearsing and visualizing the steps and routine created prior to the moment will help culminate understanding in the value process.

The reason visual imagery works lies in the fact that when you imagine performing to perfection and doing precisely what is expected, in turn physiologically creating neural patterns in the brain, just as if it was physically performed. (Best) These patterns are similar to small tracks engraved in the brain cells which can ultimately enable an athlete to perform physical feats by simply mentally practicing the movement. Mental imagery is intended to train our minds and create the neural patterns in our brain to teach our muscles to do exactly what we want them to do faster and unresponsive. (Porter 2007) The substantial quality of mental imagery increases player adversity, and self-confidence within themselves and their teammates that correlates using visualization and imagery as a tool to improve overall athletic performance. (Salzwedel 2009)

Summary

All coaches throughout the years have adopted theories, tendencies and game plans that were successful from other coaches. Different coaching theories have been trialed and error in programs to determine the correlational tendency between player and coach. As years have progressed more theories and advancements of non-gaming issues have implicated player performance. Diverse thinking in team oriented training is based off of personnel each team

acquires yearly. The combination of new team members exemplifies team chemistry and the importance of program leadership. Developing strategic methods will mold team structure based on a coach's philosophy amplifying team building inclinations. Evolving athletic principles in new mental tendencies taught within program development will give insightful encroachments to athletes in their approach to the game and to their opponent. Creating unique individual and team swagger based on team correlations, exemplifies unity which bonds each member of the team together. Building a connection between individual and team admiration comes from enhancement of togetherness, satisfaction of goal achieving and prosperous hard work. College Programs should exemplify the satisfaction of the sport roots, bringing out the inner child of why each athlete enjoys' the game and chose to play it at the next level. Most college coaches' can be intimidated, and expect perfection. The overwhelmed persona created can put fear in young athletes, making them play hesitant and fearful to achieve fundamental habits. Exceeding player hesitation and overcoming fear to trust one another's efforts will surrender the potential of uncertainty overriding their maximum effort to be great. Acquiring theories that create championship morals instills athletes the gratification of goal achieving, satisfaction of hard work, and determination to never fear failure. Athletes play harder and strive to their potential when asserted pride for their team is created and then later revealed in moments of adversity. Individualities that resemble character build athletic progress in the expansion of their athletic career. The course of action each player resembles has a futuristic implication of where the program is headed based on the tendencies and philosophies each program is structured.

Chapter Three: Methods

This chapter introduces the coaching style, methods and tendencies performed to the baseball outfielders attending The University of Wisconsin Platteville in 2013. The methods and measured correlations between achieving better results as an overall player at the game of baseball were divided between in season conception and offseason correspondence. There are six categorical groups that make up our season. Each player had a role to keep track of the amount of hours they put into mental visualization and also the evaluation of personal preferences and performance implications. The initial responsibilities were divided and assigned differently to help lead into one another, making the progression better understood. The six categorical sessions that represent our season are:

Fall (*September –Mid October*) student athletes arrive back on campus and are getting back in the swing of things. Fall focused on the introduction of cohesive college athletics mixed with a new perspective of visualization. For several weeks constructive visualization and question and answer segments happened while interacting with the position players. Players performed session of visualization for 1-3 minutes 3 to 5 days a week.

Fundraising (*November- February*) cohesively impacted our team unity. Every year we run a silent auction and dance which kicks off our season with an introduction of our team, personnel, parents and alumni recognition. It's a great endeavor that demonstrates team work off the field. It reflects the effort we put in off the field to appreciate what we have while playing.

Conditioning and weight training (*November -January*) including team building strategies that emphasized the important expectation of futuristic visualization. This segment is crucial because it focuses on an extreme amount of practice for a purpose that seems non-reachable. It is important to record your results and for the players to see results based on their

efforts of performing mental preparation visualization. Similar to a diet, the results seem so far away, and sometimes the results slightly peek sometimes doubting the effort that is given, but “little results can drive for bigger outcomes.” (Oprha 2002)

Indoor Practices (January- March) spring baseball is difficult, especially when you have to practice a sport inside that is played outdoors. Another key component in mental visualization is to rehearse distinctive detail directed towards your home stadium, or locker room surroundings. Player reflection and visual imagery help relax pre-game routines. Indoor practices really focused on personal preparation visualization, allowing one to pay attention to visual motivating triggers to help create that instinctive visual routine and familiarity.

Spring trips (March) provide for a lot of emotions arise at this time, first time out of the field, warm weather, and performance. Great time for reflection and understanding the effort put into that preparation. Players reflect after their first two games on preparation and performance. The same analysis is explored to personally prepare their game upon their arrival back home to prepare for conference play.

Questions were:

1. *Did you get 8 hrs of sleep? Did you eat breakfast?*
2. *Do you think you did everything you could have done to prepare?*
3. *Scale of 1-5 how was your pregame- what did or did not like about it?*
4. *Last night before your game what did you do?*
5. *How long did you visualize? What did you visualize?*
6. *Briefly describe you image.*
7. *What you did well in the game?*

Season (March- May) in one whole season it is very hard to perfect mental visualization. Implementing it into your daily program and practice progression will help gratify the work you put in to perfect it. Collect their time regiment boards and receive feedback based on their overall

reflection associated with statistics, satisfaction, effort, personal analysis, and offseason highlights.

Mental Visualization Preparation

The players were assigned to create a playlist of three potential motivating songs; they were not told what they were used for or in any specific detail other than pure motivation. That event occurred during the offseason, when it became in season the initial theme music they selected were then used as potential walk up songs while they came to bat. The assignment throughout the offseason was to have these kids visualize their at bat while listening to these songs. Visualize where the ball was hit, their opponent, jersey color and number and other key visual conceptions that impacted their mental stability. The continuous practice and repetition of hearing the same song in their head phones weeks at a time combined with using visual success made game day walks to the plate that much more relaxing and confident. Teaching these young men about the importance of brain activity and being able to control the mind based on instinct and success will help improve their overall game. Believing in what is taught within the program is why team ordinance and unity are important to believe in what is being coached.

Cohesive team building

Offseason tendencies are important in building team chemistry, while introducing key components that structuralize the foundation of team and understanding of mental visualization to perfect mental toughness and prevent self-loathing. Offseason team building was broken down between assigned teamwork periods and an open door policy, which describes performance outside of team rules and regulations. Throughout the fall players were responsible for attending practice and inner squad scrimmages. During the fall, players received late night team building conditioning responsibilities, spontaneous question and answer sessions, pop quizzes and

homework assignments that helped perfect their confidence. Players were introduced to small fractions of visualization preparation and theoretical tendencies to perfect their mental imagery to help them perform little by little upon opening day. The introduction of fall ball substantially introduces the process of the season's expectations and allows the coaching staff to prepare for the upcoming 2014 season.

Player and coach interaction occurred daily with the quote of the day. Players had the option to bring in their own quotes of inspiring passages, which lead to video demonstration, shared links to inspirational stories and motivating meaning of team relationships. Players started understanding the connotation of team dinners, volunteering opportunities within the community and secret handshakes that measured personal bond. Players became active volunteers at the local retirement center known as attitude to gratitude, where they discuss their weekly athletic events and play cards with local senior citizens. Team organized weekly dinners, which initially started with just ten players, advanced weekly with more players attending.

During the winter break, players were responsible for creating vision boards. Each player was responsible for creating a board that exemplified character. The main theme of the board represents something specific each player wishes to accomplish or obtain, or it may be a general idea of everything that brings happiness. Following the theme, the player's objective was to find pictures that correspond from old magazines, photographs, or the internet to exemplify the generated theme. After each player was responsible to print (if necessary) and cut out pictures and type or write some statements that correspond with the theme. The players glued pictures and affirmations to poster board and pin them to board. Players were responsible for hanging their board in a place they will see every day, and then transfer it to their personal locker upon opening day. (See appendices "I will hit the cut off man") Another task that was assigned to the

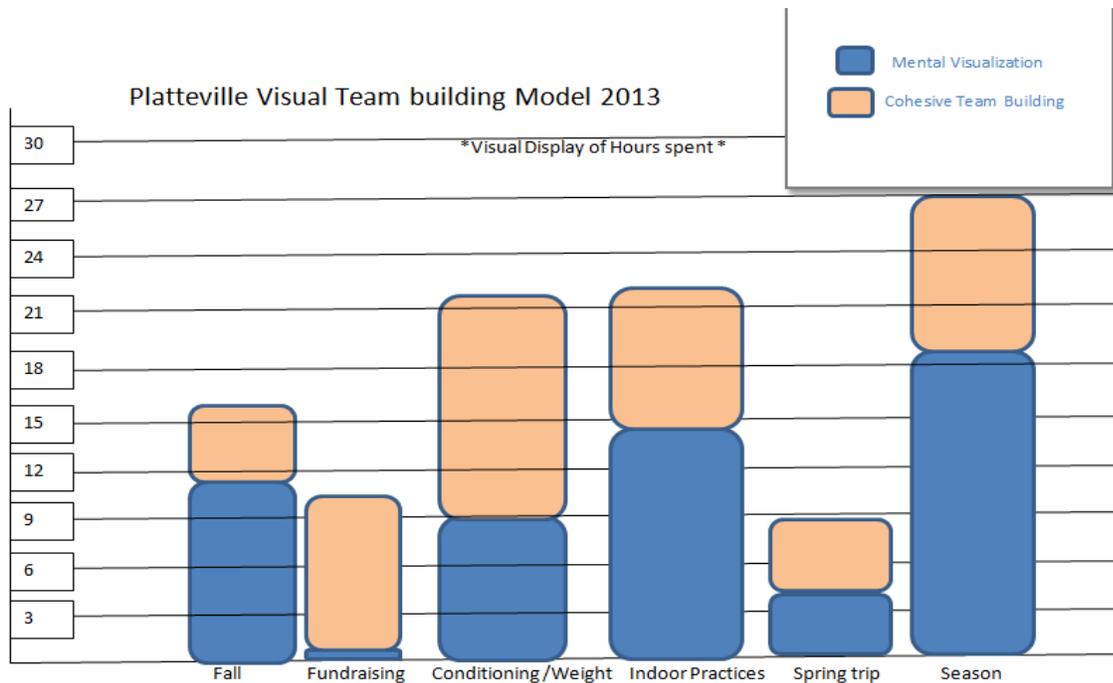
outfield was to create an identity within their personal locker. Examples were to hang things for a purpose that gives individual meaning, which represents them and their passion for baseball. As a coach I call them personal purpose sparks. They were a reminder to each individual player the responsibilities they are sacrificing daily as an athlete, as a teammate, and what it means to be a Pioneer!

Season

In season theories focused on correlating circumstances that revolved decisively around confidence. Building a players confidence by accepting failure in overcoming the fear to fail allows tension to dissolve, which tolerates individual relaxation allowing them to perform at a high level. (See Appendices of Mental Imagery) Baseball is a game based on failure, percentages and statistics are usually substantial reminders of less worthy outcomes. This is the only game where failure can happen seven out of ten times and one can still be considered great. With that being said, it is imperative to recognize failure, release tension and refocus on the next objective. The phrase “Flush it” derives from a simple flush of a toilet. The metaphoric meaning teaches players to recognize their failure and to simply move on. In the dugout the team has a miniature toilet that represents player’s ownership in overcoming adversity. This strategy teaches player’s about the recognition of living in the moment and being able to move on from unsatisfied personal results based on effort.

Chapter Four: Sufficient Study

The case study demonstrates the results of the different tendencies performed to the student athletes. The diagram below describes the amount of time spent on Mental Visualization imagery and cohesive team building within the Platteville 2013-2014 baseball team. It was imperative to collect constructive reasoning on two categories for true program inflation based on the amount of time spent on the two sub categories and to reflect on the opinions of the patrons involved. The information gathered is a reflection on the structure and presentation of material presented to the players of the 2013-2014 seasons. The information throughout this chapter reveals the concepts that certain players unveil and try based on mental visualization and team oriented unity. It is also an opportunity to explore the ideas of what worked well for certain athletes and what style or team building concepts elevated or could be adjusted in the future.



Different seasonal requirements implemented the initiative towards transformation and training. After receiving the different time regiments from the players, I noticed the inconsistent

individual time spent between the two categories during offseason transitions. This discovery allowed me to reflect individually with each player by going over their analysis questionnaire with them. I was able to receive feedback based on their overall performance that reflected their effort they put into the required assignment and their complete season reflection based on the theories of mental visualization presented to them and their role involvement of team comradery.

A significant number of players strongly agreed with similar circumstances of program involvement. A significant number of players understood the value of mind balance and intellectual thinking based on their preparation, work ethic and reflection. Players challenged themselves within the given time periods of team involvement and participated thoroughly in the discovery of trying to evolve their game to a higher level. Based on the results and personal opinions players agreed *“That it was one of my best seasons I ever had, not only in how I played, but the connection with my teammates on and off the field!”* Having as many transitions throughout the school year and off periods during seasonal holidays made connected involvement very hard to develop a “non-goal rewarding” assignment given to the players throughout fall. A player used that term because practicing religiously inside for a sport that is meant to be outside can be exhausting mentally and physical. Keeping the players interested based on creativity and competitions are two common goals to maximize the effort at practice.

Consistency and effort reflect individual drive. It intrigues others around you because it demonstrates passion and eagerness to get to your goal. Having the quality to be a leader requires others to believe in one another for each other.

Questionnaire: Fall Ball 2013- Spring Baseball 2014

Please answer each individual question that you feel best fits your role as a member of the outfield and contributor to this schools baseball team.

5- Absolutely, 100%, fully intuitive of what was asked based on direction and effort and happy and proud of my result and game.

4- There were days I might have had more in me, but for the most part I was happy it all unfolded the way it did.

3- Could have been better

2- Tried it and gave up on it because the realization I thought was useless and had no reflect on me or my game.

1- Never tried once, didn't care

*I feel my fall season exceeded my expectations and then some, I was happy with the way practices were ran, developed and proud of my efforts?

1 2 3 4 5

*I feel that I have developed a new type of symmetric practice done mentally that could possibly help my game?

1 2 3 4 5

I feel your position coach did everything he could to express the importance of mental visualization?

1 2 3 4 5

I feel your position coach gave great effort in expressing the value of team management skills, discipline and a valuable inside of mental control within the game.

1 2 3 4 5

This diagram exemplifies questions demonstrated on the questionnaire received from the position players. This questionnaire was a valuable resource to better understand the terminology

and deception of visualization and mental imagery from the player's viewpoint. As the season went on, the team understood the concept of cohesive team building strategies demonstrated by the coaches. Throughout the year the requirements for cohesive team building strategies were taken over by our outfield leaders. The involvement and team unity we had together at the end of the season was very special because unfilially we went through a lot of things together. College athletics consist of crucial individual identity personalities that make up team chemistry. "Team chemistry is the composition of a team and the relationships among team members."(Williams 2010) In essence, it is the dynamic or the "personality that arises from the different qualities each team member contributes and the interactions of team members with each other." (Williams).

High school athletics share a more common ground united in team chemistry because the team is composed of lot of players representing their community and coming from similar back grounds for a common goal. College athletics is a privilege based on dedication and ambition with teams created from some of the best high school athletes from across the country. College athletes approach their given sport like the workforce. Not that its unsatisfying work, but that it's a life style that molds their character as a student. Unlike football and basketball the sport of baseball is a lot slower, less intense but more mind liable based on reaction, making it vital to respond based on the opponent's strategy. The games finesse and making the most out of the opportunity determined by limited error. Baseball is an evolving game where momentum fluctuates and fluency and strategy try to control the course of the game. It is crucial to not get too "pumped up" making it important to not "shake the soda can too early" or deflate having all hopes be diminished. If you are a coach that players want to play for it enhances your athlete's personal will to play for the betterment of the team and trumps personal doubt or uncertainty.

Throughout this questionnaire, the questions asked also give the coach an understanding

of their effort outside of controlled practices, personal reflection of work ethic, and their active role as a member of the team. It is imperative to discuss and recognize individual roles with players as they are perceived by their coaches and fellow teammates. Individual persona of swagger derives from personal comfort of exclusively representing yourself and what you have to offer as a player based on performance. I have expressed to my players that looking good, feeling good, playing good is an exterior luxury that can make a player be more comfortable and relaxed in which it can help them with their overall play. If a player wants to wear eye black, or tape their wrist because they feel it will make them play better, I won't disapprove. The rule with exterior comfort and flash is to carry on the extremities in practice as you do in the actual game.

Filling out and talking about the questionnaire twice throughout the season allowed players to reflect on their approach, and discover changeable theories and tactics based on result, comfort of one's personal game day styles. Discovering and recognizing personal strategic approaches and routines throughout the season can be implemented and improved in a player's individual game strategy. By building a routine the enhancement of muscle memory style and comfort allow you to focus on the important elements of change, superstition and attention to detail, which are focused towards ones individual game and their opponent to recognize the things they can control compared to the things they can't. The important implications of being able to slow the game down and to control personal instincts and reactions based on preparation of breathing increments and small time regiments through mental visualization can help in situations within a player's game. As I explained the important details of mental visualization, I had the players continue to practice this tendency prior to practices, games and even off days. Thoroughly into the fall and into the season I had the players record their visualization approaches, thoughts, attention to detail, and there length of time during their pure relaxation and

mental visualization imagery sessions. On the questionnaire there was a question that asked about symmetric visualization that can enhance their overall game. This was the only question that came back with very low results on ones and two's circled. In the beginning of fall, the players took a small questionnaire that was a test of their awareness of mental visualization, the importance of using your brain through the involvement of sport, and a test of their moral character. It had three questions on it with detailed stories that would ask for a situational opinionated resolution based on instinct, knowledge and character. After all of the questionnaires came back and all shared the similar answers, it was then okay to proceed to developing the next process into the mental visualization. Throughout fall the players received different mental imagery protocol and team oriented structure. After fall season was over the players took the questionnaire. Players built their visualization sessions up to two minutes at a time and seemed frustrated with their lack of sensory and understanding of why they were doing this? A couple gave up on it, others really took it in, some had success and where able to channel into the other position players rallying them to keep at it. The more and more we discussed the implication and assignments players became more intuitive to detail, imagery became better depicted, and breathing relaxation tendencies allowed them to control emotions throughout different highs and lows. With different road trips, home field advantages and change of scenery in location and weather, mental visualization definitely created a comfort of preparation by controlling their emotions on a daily occurrence in their overall game.

Defensive statistics 2013-2014 * Orange dot represents outfielders

Fielding pct		Chances		Putouts	
1. Zach Denmon	.987	1. Zach Denmon	317	1. Zach Denmon	298
2. Ryan Johnson	.986	2. Todd Winkles	229	2. Todd Winkles	179
3. Tanner Schaefer	.985	3. Casey Schroeder	182	3. Ryan Davis	108
4. Ryan Davis	.966	4. Ryan Davis	118	4. Casey Schroeder	69
5. Todd Winkles	.965	5. Zach Denmon	117	5. Tanner Schaefer	65
Assists		Errors		Fielding double plays	
1. Casey Schroeder	96	1. Casey Schroeder	17	1. Casey Schroeder	15
2. Zach Denmon	64	2. Zach Denmon	14	2. Zach Denmon	15
3. George Zastrow III	51	3. Todd Winkles	8	3. Ryan Davis	6
4. Todd Winkles	42	4. George Zastrow III	8	4. Zach Denmon	5
5. Colin DeBoe	38	5. 3 tied at ...	5	5. George Zastrow III	5

2013 WIAC Baseball Defensive Outfield PO

1. UW Platteville
2. UW La Crosse
3. UW Whitewater
4. UW Oshkosh
5. 3 Teams tied

Above image showed our outfield had the best percentage ratio of plays made, based on chances in the outfield within our conference, an accomplishment that hasn't happened in over twenty years. Defensively as an outfield core we represented our team tremendously.



Having three players represented in fielding percentage based on opportunity is uncommon for an out fielding core. The categories of not being in the top five in errors is a true success, disappointingly we were not represented in assist. An assist would be opportunities to throw runners out at bases by hitting or throwing through the cutoff man. (See Appendice: I Will Hit the cut off Man) Reflecting and configuring these statistics is a clear demonstration that we as a unit have to increase our arm strength as outfielders. The progress we made throughout the year was a direct reflection of the progress we had as a group of players and it spread throughout all the active members on the team.

We had our own individual handshakes, slogans, posters, breakdowns, theme songs, t-shirts, group dinners and dress code. It was almost like a separate team. During the recent fundraiser, the outfielders organized a dress code that for all outfielders had to wear bow ties. Most teammates smiled about the gesture because all the other position player were wearing regular ties, the expression as an outfielder was to understand the separation of individuality as an outfielder, but slightly diversify the assignment by still fulfilling camaraderie shared with the overall team, in essence of an organized individual group within. The lifestyle we shared as an outfield core was a unified swagger that other position players wanted to be a part of. Players were responsible for creating an identity within their personal locker. Each player was responsible for hanging targeting objects or sayings to a theme board that best motivated them as a competitor. Examples were purposeful triggers that give individual meaning which represents their passion for life and baseball. As a coach I call them personal purpose sparks. They were a reminder to each individual player the responsibilities they are sacrificing daily as an athlete, as a teammate and what it means to be a Pioneer baseball teammate! By week three our outfielders had their lockers fully changed to their theme of choice. (See appendices: Pavlik walk off)

Outfielders started a trend that triggered other position players to become involved in what was happening.

Outfielders led the team in homeruns, stolen bases, and overall average others quickly realized the expression we were making and became intrigued in our style.

Batting avg		Slugging pct		On base pct	
1. [Redacted]	.319	1. [Redacted]	.525	1. [Redacted]	.390
2. [Redacted]	.297	2. [Redacted]	.406	2. [Redacted]	.379
3. [Redacted]	.294	3. [Redacted]	.394	3. [Redacted]	.373
4. [Redacted]	.283	4. [Redacted]	.356	4. [Redacted]	.361
5. [Redacted]	.257	5. [Redacted]	.330	5. [Redacted]	.353
Runs scored		Hits		Runs batted in	
1. [Redacted]	32	1. [Redacted]	51	1. [Redacted]	29
2. [Redacted]	23	2. [Redacted]	48	2. [Redacted]	24
3. [Redacted]	23	3. [Redacted]	46	3. [Redacted]	23
4. [Redacted]	22	4. [Redacted]	39	4. [Redacted]	16
5. [Redacted]	20	5. [Redacted]	32	5. 3 tied at ...	15
Doubles		Triples		Home runs	
1. [Redacted]	14	1. [Redacted]	2	1. [Redacted]	5
2. [Redacted]	10	2. [Redacted]	1	2. [Redacted]	4
3. [Redacted]	10	3. [Redacted]	1	3. [Redacted]	3
4. [Redacted]	8			4. 3 tied at ...	1
5. 2 tied at ...	6				
Total bases		Walks		Hit by pitch	
1. [Redacted]	84	1. [Redacted]	19	1. [Redacted]	8
2. [Redacted]	61	2. [Redacted]	17	2. [Redacted]	6
3. [Redacted]	58	3. [Redacted]	15	3. [Redacted]	4
4. [Redacted]	56	4. [Redacted]	13	4. [Redacted]	4
5. [Redacted]	39	5. 2 tied at ...	12	5. 2 tied at ...	3
Sac bunts		Sac flies		Stolen bases	
1. [Redacted]	3	1. [Redacted]	3	1. [Redacted]	9
2. [Redacted]	2	2. [Redacted]	2	2. [Redacted]	5
3. [Redacted]	2	3. [Redacted]	2	3. [Redacted]	3
4. 5 tied at ...	1	4. [Redacted]	2	4. 3 tied at ...	2
		5. 5 tied at ...	1		
Caught stealing		Stolen attempts		Stolen base pct	

Our routinely pre meal outfield dinners went from our usual eight outfielders to twenty five pioneer baseball players. It was exciting for me to witness and experience the evolution of team leaders and comprehend the camaraderie spread within a formality of passion through expanding their game as a player, building a position group that impacted the overall play through team chemistry and leadership.

A lot of the team building strategies that were attempted enriched our overall camaraderie significantly. We saw a definite change in not only the overall number productions of statistics, but a defensive eagerness to take pride in all aspects of the game. Our biggest impact was we

Doubles allowed		Triples allowed	
1. John B. Smith	6	1. John B. Smith	0
2. John B. Smith	6	2. John B. Smith	1
3. John B. Smith	9	3. John B. Smith	3

were second in the least amount of errors, and the school of limiting our opponents to the least amount of doubles for an entire year (33) which is also a tremendous achievement to our pitching staff.

Our team defense will be the strength of our 2015 season. With all returning outfielders coming back the opportunity and readiness to be better offensively and defensively is an expectation based on their offseason commitment and dedication to the weight room. As a group we need to increase our arm strength tremendously. Improving in our arm strength will give our team an even bigger edge over our competition. Having a younger team helps the culture and team cohesiveness to our new recruits coming into the program. A lot of players will become definitive leaders because of their athletic qualities, personnel growth of repetition, maturity in a structured program.

I believe the mind can control the initial reaction of the body. The brain is like a muscle in training, and high expectations of reaction has to be implemented into daily practice in order to react combined with effort. The small grasp of understanding mental imagery and visualization has allowed me to thoroughly look into the minds expectations through athletics and implement that structure of pure visualization into individual personnel growth within team building of a college baseball team.

Chapter Five: Conclusion/ Recommendations

Combining mental visualization and team building theories elaborated throughout the season and preseason, helped each individual player get the most out of what was assigned. The clarity in the sense of direction and hope of cultural change motivated the young men to be a part of something to claim and to remember. The dedication and expectance of performance were symbolically represented by their performance, character, and their efforts of dedication to the university they represent. Believing and buying in to the cultural change of being a student athlete pushed each individual to strive for a better season and outlook for 2014.

The enhancement of mental imagery and visualization dramatically impacted a lot to our program. It had a dramatic increase in our player's work ethic, player interactions with their teammates and competitive practice interactions. The outfielders made bird symbols with their hands after a big hit, and would make bird noises while calling for a ball hit in their sense of direction. Our outfielders developed strong team morals upon formulating team dinners, secret handshakes within their defensive position colleagues. The motto throughout offseason preparation emphasized striving for excellence, and never settling for mediocrity. The requirements created between the outfielders embraced strong character, hard work and unified correlation, amplified the provision to spread throughout the entire team. One of the greatest quotes I have encountered through my undergraduate studies has been from a backup quarterback in the NFL by the name of John Navarre. John states "Make the most of your opportunities, because in life your ambition and opportunity don't always align. Recognize and remember life's scuffles and know how to overcome the struggles that may interfere along the way."

I would recommend adding the mental visualization and team building strategies as a correlation of my team aspect practice routine. A stable routinely visualization program can enhance players performance, their confidence and allow players to grasp the game at a different angle of muscle elaboration. This creative and enhanced development can be better obtained specifically for programs with lack of facilities, weather complications, perceptible practice drills and overall personnel program growth.

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Appendices



This was a sign one of our outfielders had in his locker.

The Mental Game of Baseball

What does it take to survive, succeed in baseball?

1) Peak Performance Personality

- Lifestyle – Training – Rehearsal – Routines
- Emotional Awareness – Control – Will to Prepare

➤ Characteristic of a PEAK PERFORMER:

* Relaxed – In-Control – Focused – Determined – Fearless – Relentless – Disciplined – Effortless – Automatic – Positive

* Be able to discuss what just happened even if it was a negative result. It is not what happens to us but how we respond to it that will make us better.

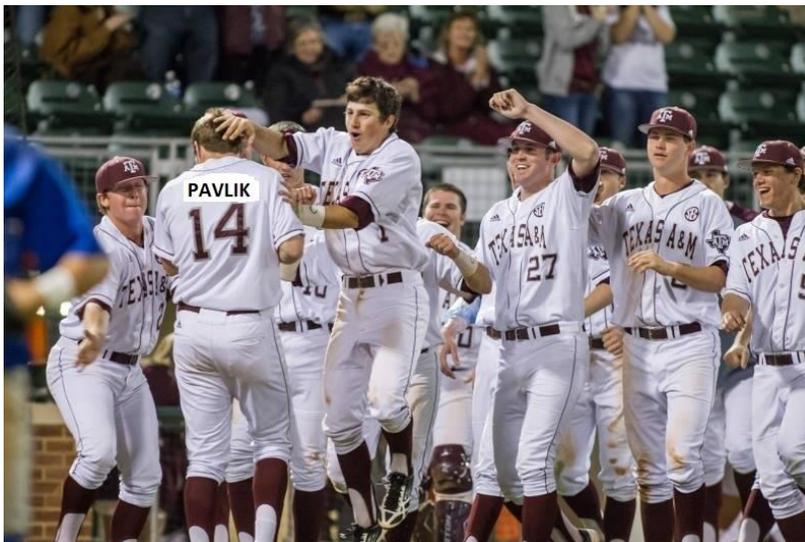
* Have routines in place: Routines save time, stabilize our responses, effectively get things done without thinking, take things from the learning brain to the performing brain

* Most important routines: Sleep – Nutrition – Exercise – Pre-performance – Performance – Alone Time

2) When we fail to learn, we've learned to fail.

- Never be satisfied with knowledge, skill, performance
 - * When asked about his feelings on winning the MVP award, Mike Schmidt said, "I'm already thinking of ways to improve."
- Think and talk the solution, not the problem
- Have an open mind (empty your cup of opinions)
- Use failures to learn

Handout the outfielders received for an introduction upon learning mental visualization tendencies.



Locker room individual success trigger, it convinced and made athletes believe in being the person to come up clutch in crucial moments, or when the games on the line.

Platteville Pioneers - Fall 2013

Hitting

PLAYER	#	GS	GP	PA	AB	H	BA	R	1B	2B	3B	HR	TB	HP	BB	ROE	SLG%	OB%	SAC	RBI	SB	CS	SB%	SO	CSO	GIDP	LOB
C. Schroeder		5	5	17	15	4	0.267	0	1	3	0	0	7	0	1	2	0.467	0.412	1	4	0	0	#DIV/0!	1	0	0	1
Z. Iverson		5	5	18	16	6	0.375	0	5	1	0	0	7	1	1	1	0.438	0.500	0	4	2	1	0.667	2	2	0	3
J. Walsh		5	5	16	12	3	0.250	0	3	0	0	0	3	1	2	0	0.250	0.375	1	3	1	0	1.000	3	1	0	3
T. Weinkes		5	5	19	14	4	0.286	0	4	0	0	0	4	1	4	2	0.286	0.579	0	2	1	1	0.500	2	2	0	4
G. Jester		4	4	14	12	3	0.250	0	2	1	0	0	4	0	2	0	0.333	0.357	0	1	0	0	#DIV/0!	2	0	0	2
T. Galeazzi		5	5	16	12	4	0.333	0	4	0	0	0	4	0	2	1	0.333	0.438	1	2	1	1	0.500	3	0	0	3
R. Duva		2	2	8	5	3	0.600	0	1	1	0	1	7	1	2	0	1.400	0.750	0	6	0	1	0.000	0	0	0	2
P. Hatfield		4	4	11	11	3	0.273	0	3	0	0	0	3	0	0	0	0.273	0.273	0	1	0	0	#DIV/0!	1	0	0	4
C. Ferchau		5	5	16	14	4	0.286	0	4	0	0	0	4	0	0	1	0.286	0.313	2	4	0	0	#DIV/0!	2	1	0	3
S. Winter		2	2	9	8	3	0.375	0	3	0	0	0	3	0	1	1	0.375	0.556	0	2	0	0	#DIV/0!	0	0	0	2
C. Deboer		4	4	11	9	2	0.222	0	1	1	0	0	3	0	2	2	0.333	0.545	0	0	1	1	0.500	0	0	0	3
K. Westring		5	5	15	13	2	0.154	0	2	0	0	0	2	0	2	1	0.154	0.333	0	6	2	1	0.667	5	2	0	1
S. Wetteland		5	5	16	14	2	0.143	0	2	0	0	0	2	0	1	3	0.143	0.375	1	5	1	0	1.000	0	0	0	3
T. Moravits		1	1	4	3	0	0.000	0	0	0	0	0	0	0	1	1	0.000	0.500	0	0	0	0	#DIV/0!	2	1	0	0
R. Lehmann		5	5	18	18	6	0.333	0	4	0	0	2	12	0	0	2	0.667	0.444	0	9	0	1	0.000	0	0	0	0
S. Wiederholt		5	5	14	12	3	0.250	0	3	0	0	0	3	1	1	0	0.250	0.357	0	2	0	1	0.000	2	1	0	2
T. Trautsch		5	5	15	12	4	0.333	0	2	0	0	2	10	1	2	1	0.833	0.533	0	10	2	1	0.667	3	0	1	3
J. Temperly		5	5	14	9	1	0.111	0	1	0	0	0	1	0	4	0	0.111	0.357	1	3	1	1	0.500	5	2	0	2
J. Wiley		5	5	18	14	2	0.143	0	2	0	0	0	2	0	3	2	0.143	0.389	1	4	1	0	1.000	3	0	1	2
M. Filz		5	5	16	11	3	0.273	0	2	1	0	0	4	0	3	1	0.364	0.438	2	5	0	0	#DIV/0!	3	0	0	3
B. Bean		5	5	15	9	4	0.444	0	2	1	0	1	8	1	3	1	0.889	0.600	2	5	1	0	1.000	2	2	0	0
J. Pavlik		5	5	15	15	2	0.133	0	2	0	0	0	2	0	0	0	0.133	0.133	0	2	3	0	1.000	0	0	0	4
J. Frese		5	5	16	14	5	0.357	0	4	1	0	0	6	0	1	3	0.429	0.563	1	7	0	0	#DIV/0!	4	1	0	3
S. Kaufmann		1	1	3	2	1	0.500	0	1	0	0	0	1	0	1	0	0.500	0.667	0	0	0	0	#DIV/0!	0	0	0	0
A. Catacutan		5	5	15	13	4	0.308	0	3	1	0	0	5	0	2	1	0.385	0.467	0	3	0	1	0.000	2	1	0	1
Z. Demmon		5	5	16	11	2	0.182	0	1	0	1	0	4	3	0	2	0.364	0.438	2	4	1	0	1.000	1	1	0	1
TEAM		5	5	365	298	80	0.268	0	62	11	1	6	111	10	41	28	0.372	0.436	15	94	18	11	0.621	48	17	2	55

PITCHING

PLAYER	#	GS	GP	W	L	S	INNS	BF	AB	K	BB	HB	H	R	ER	ERA	AVE	P	B	S	WP	1st S	S%	RI	RIS	WHIP	K/9
J. Frese		2	3	0	0	0	5 2/3	32	22	1	7	1	5	6	3	4.76	0.227	125	66	59	4	16	47.2	6	6	2.29	0.18
T. Nelson		2	3	0	0	0	7 2/3	35	31	5	1	1	6	4	2	2.35	0.194	111	36	75	1	20	67.6	4	4	1.04	0.65
B. Van Boegaert		2	3	0	0	0	5 2/3	29	21	3	3	1	6	8	6	9.53	0.286	96	41	55	1	16	57.3	4	4	1.76	0.53
B. Davis		3	3	0	0	0	7	39	32	3	4	2	10	7	6	7.71	0.313	127	56	71	4	19	55.9	4	4	2.29	0.43
K. Pustina		0	1	0	0	0	1	4	3	0	0	0	0	0	0	0.00	0.000	13	2	11	0	4	84.6	2	2	0.00	0.00
K. Maher		3	3	0	0	0	6 2/3	31	25	9	5	0	8	3	3	4.05	0.320	137	63	74	0	13	54.0	4	3	1.95	1.35
M. Boushley		2	3	0	0	0	7 1/3	29	24	7	1	1	3	3	2	2.45	0.125	113	38	75	2	24	66.4	4	2	0.68	0.95
S. Sosinsky		2	3	0	0	0	7	31	28	11	3	0	5	3	3	3.86	0.179	73	27	46	3	13	63.0	4	2	1.14	1.57
E. Curtis		2	2	0	0	0	3 1/3	18	14	1	3	0	3	4	3	8.10	0.214	68	27	41	0	9	60.3	4	3	1.80	0.30
N. Fay		3	3	0	0	0	6	33	26	3	4	0	8	6	3	4.50	0.308	120	46	74	4	16	61.7	4	3	2.00	0.50

This Statistical Sheet is the result of The Platteville Pioneers fall ball 6 week season. Upon this sheet, players with / through their names were outfielders who received mental visualization and team building strategies within the outfield.