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This research focuses on the role of the coach in developing team flow and achieving successful results in Japanese university baseball. The purpose of this study, which was addressed using narrative analysis of coach interviews and participant observation, is to understand the team flow state in a Japanese university baseball team. The specific aims are to describe the characteristics of the team flow state, and describe how the coach is able to guide the team along the path to team flow and successful results.

In this narrative research, the primary method was a life story interview with a coach who had the central role of team building over 4 years with a university baseball team. The initial life story interview and follow-up interviews were analyzed based on the constructivist grounded theory advocated by Charmaz (2006).

A team in the team flow state practices an excellence-centered philosophy premised on doing everything to maximize use of everyone's potential ability, which is the Successful Result or "SR" that may in turn lead to a team victory. By building the coaches' and players' thinking, actions, and tactics from an excellence-centered philosophy with the SR standard as the foundation, it is thought that the team flow state can be achieved.

From the analysis of the Japanese baseball coach's narrative, five characteristics were identified as characteristics of the team in the team flow state: deep understanding

of successful result (SR), successful results realized through a regular routine, players perform with a feeling of ease in a self-directed manner, players understand what they need to do, and bond of trust between players and coach.

It has become clear that to guide a team with these 5 characteristics toward team flow, it is important for the coach to establish an unshakeable philosophy and communicate this to the players in various ways. The coach's philosophy should be rooted in his own value system and way of thinking. It should be the foundation of the coach's actions and should exert influence on the will and actions of the players. The players should experience this philosophy on a daily basis in various situations so that the players comprehend the coach's value system. Furthermore, through capturing these experiences in words, players can develop a deeper understanding, and the value system can be spread across the entire team.

By incorporating the SR within the team framework the evaluation point of the coach, teammates, and the athlete him or herself is something other than the result and can be something that is controllable. This allows the athlete to continually challenge without fear and to feel relaxed and happy while continuing to challenge issues with a forward looking attitude. This state is the same as what Csikszentmihalyi (1990) referred to as the flow state. In the current SR flow model the SR is controllable and is the aim of all members of the team from coach and staff to the players, which in turn allows them to attain the SR result they seek and thereby a collective flow state. This collective flow state is in fact a team flow state.

TEAM FLOW IN A JAPANESE UNIVERSITY BASEBALL TEAM:
NARRATIVE STUDY OF A UNIVERSITY BASEBALL COACH

by
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CHAPTER I

INTRODUCTION

On baseball teams, there are some members who willingly devote themselves to developing a strong team and achieving good outcomes. These athletes enjoy devoting themselves to both their own training and to building their teams. On the other hand, some athletes are not so motivated or willing to play a role in building their teams.

In team sports, individual athletes place high priority on their specialized positions and roles. At the same time, they also help each other and generate synergetic effects by coordinating their efforts and promoting active teamwork. As a result, they can accomplish better outcomes and achieve more than individual athletes can achieve by themselves. There are a multitude of events that can transpire within this framework. Some players are able to deal with challenges and become happily engrossed in these events while others are not.

The condition of becoming completely engrossed in the action and deriving enjoyment from this action in and of itself is defined as the flow state (Jackson & Csikszentmihalyi, 1999). Both individuals and teams can reach a flow state, but we have little research on team flow. Within a team context, individual athletes face many issues such as slumps and loss of confidence in their own playing skills. Also, some athletes have a hard time devoting themselves to both developing their teams and improving their own playing skills. This raises the question as to why some athletes and teams willingly

and successfully deal with the various events and problems that occur as part of their team experience—and enjoy those challenges as they immerse themselves in what happens around them—while other athletes and teams do not.

Csikszentmihalyi's flow theory addresses a type of enjoyment called spontaneous motivation, which is defined as “the state in which people are so involved in an activity that nothing else seems to matter” (Csikszentmihalyi, 1990, p.4). Many athletes describe their optimal experiences with a word, “flow” (Jackson & Csikszentmihalyi, 1999). Jackson (1996) demonstrated that “the dimensions of flow” that Csikszentmihalyi (1990) observed and the flow state that athletes describe match. In addition, flow experiences are related to positive performance outcomes in sports (Jackson & Roberts, 1992).

Many sport psychology flow studies have been conducted, but most have examined individual athletes. Even in cases where researchers have studied team sports, they examined subjective perceptions of individual team members (e.g., Chavez, 2008; Dillon & Tait, 2000; Jackson, 1992, 1995, 1996; Russell, 2001). Almost no researchers described the flow experience of teams as whole organizations. A few studies, however, indicated that individuals' relationship with other team members has effects on their flow experiences (Jackson, 1996; Kowal & Fortier, 1999).

Whether reaching flow state leads to improvement in the team's performance depends on the interactive and coordinative dynamics of the team members (Bandura, 1997). In Japanese university sports, coaches have a strong impact on their teams. The athletes who join the university teams come to the university via different entrance

examination systems. Some students are accepted by way of a traditional entrance examination. Some are accepted on the basis of the Admonition Office examination system (preferred testing by recommendation) that judges applicants based on their special qualifications. Still others are admitted to the university based on recommendations about their academic scores from designated schools. Admitted student-athletes also come from diverse social environments, such as different schools and family backgrounds. Team coaches who are limited to traditional management methods can find it difficult to motivate students who present a variety of backgrounds and values, making it difficult to achieve successful results. In these situations, team coaches often have tried to learn how to build strong teams through trial-and-error.

This research focuses on the role of the coach in developing team flow and achieving successful results in Japanese university baseball. Specifically, this study involves narrative research with a coach who had the central role of team building over 4 years with a university baseball team. A full picture of the influence of team dynamics and interactions among teammates on team flow will be developed via a narrative analysis of coach interviews and participant observation. In team sports, team activities and the issues individual athletes face are related and interwoven. In this research, the process by which individual athletes and teams as whole organizations experience flow state is examined.

Csikszentmihályi (1992) states, “The concept of flow describes a complex psychological state that has important consequences for human life” (p. 183). He also points out that, “the experience of flow is on a continuum between almost imperceptible

microflow events and the truly memorable occasions of *deep flow*” (Csikszentmihályi, 1992, p. 183). According to him, these conditions often occur during sports activities. In order to study team flow, this research applies a narrative approach that generalizes “individual specificities” and “essential events in detail in daily lives” as a complicated state. The resulting whole description represents this complicated, dynamic flow state as a model.

Narratives exhibit our fundamental interest in making sense of experience by constructing and communicating meaning through linguistic form. They display human activity as purposeful engagement in the world. Narrative does not, however, reflect purely individual information about the narrator’s inner world; instead it is produced in a complex social process, a form of social action that embodies the relationship between narrator and culture. Namely, people do not create their stories by themselves. Storytelling is culturally-situated. Stories are told in socially acceptable ways, and culture provides the resources for the telling—it presents the story lines, meaning, language, and genre with which a teller can construct his/her account.

According to Casey (1995), there are three strands of narrative research: autobiographical reflections, collective subjective, and plastic self. Autobiographical reflection is a process of constructing and seeking the authentic self within the social context. Namely “both individual and narrative are situated within a network of social relationships” (Casey, 1995). Collective subjective is a cultural framework for analyzing narrative that is influenced by the *cultural conventions* of telling. The social self is established in *the relationship with others*. Thus, an analysis of the stories told by a

specific group of tellers opens a window into their culture. In this study, for a coach of a baseball team, one's concept of self is influenced by Japanese cultural conventions, such as the educational and seniority systems. This self is a distinguishable part of the whole of Japanese culture, as well as baseball culture and college culture.

Finally, sport has its own cultural aspects. We can analyze the different cultures in sport, including cross-country differences, team vs. individual differences, age differences, and differences in athletic levels. Narrative helps us recognize these cultural influences because personal stories based on remembered experiences are the place to reflect on the self and identity in relationship to the sports community and relationships within it.

Purpose of Study

The purpose of this study, which will be addressed using narrative analysis of coach interviews and participant observation, is to understand the team flow state in a Japanese university baseball team. The specific aims are to describe the characteristics of the team flow state, and describe how the coach is able to guide the team along the path to team flow and successful results.

CHAPTER II

LITERATURE REVIEW

This chapter reviews the literature related to the purpose of this study, which is to describe team flow and the role of the coach in developing team flow and successful results in Japanese baseball. In team sports, when athletes help each other and create synergetic effects by coordinating their efforts and willingly promoting active teamwork, they can achieve successful results. This state of being completely engrossed in such coordinated efforts is team flow. Many sport psychology flow studies have been conducted. However, most have examined individual athletes, and studies focused on the experiences of flow in sports are especially limited. This study focuses on the coach's view and role in team flow states using narrative methods. This chapter reviews the related literature on flow theory and the flow process in relation to team sports, and also includes a review of narrative methods.

Flow theory is positioned in the motivation theory. To better understanding flow theory, three models of flow theory are compared with other major motivation theories. Characteristics of flow theory based on these comparisons are classified as non-deficiency and intrinsic motivation. In addition, autotelic personality that Csíkszentmihályi (2003) has described is an important individual characteristic for flow state.

In order to understand flow experiences, coaches need to reflect on their experiences and speculate about them. Narrative mode is appropriate for examining acts of meaning in teams and to organize experiences. Team flow is a complicated and continuum state. Narrative approach is an appropriate way to describe such a state and related events in daily team activities. Understanding these related events and processes can give us a deeper understanding of factors that affect athletes' flow states and help teams achieve successful results. This increased understanding will enable sport psychologists and coaches to assist athletes more effectively.

Csikszentmihályi's flow theory is a motivation theory based on intrinsic motivation characterized by feelings of spontaneous enjoyment. Csikszentmihályi (1990) examined individuals who have optimal experiences, intrinsic motivation, and who immerse themselves in a variety of leisure and daily life activities. He tried to identify similarities in their experiences, motivations and processes to reach these flow states. As a result, when the challenge of the task and the skill of the performer are balanced, Csikszentmihályi (1990) found flow, "the state in which people are so involved in an activity that nothing else seems to matter; the experience itself is so enjoyable that people will do it even at great cost, for the sheer sake of doing it" (p.4).

Understanding Flow Theory

The flow theory has been presented in three models. In the early stage of flow theory, shown in Figure 1, the performer's experiences are categorized into three mental states: a) Flow: challenge level and performer's skill level are balanced, b) Boredom: challenge level of the task is too low for performer's ability, and c) Anxiety: challenge

level is too high for performer's skills.

For example, student athletes who join varsity athletic teams but do not initially have enough techniques or skills for the level of the team are worried about themselves. But then they begin to experience a state of flow as they practice day by day. They experience accomplishment, satisfaction, and enjoyment. Then they become more motivated and, as a result, they challenge themselves to master even more difficult skills and a higher order mentality as they seek to improve their play. As a result, they gain new opportunities thanks to improved skills. However, these new opportunities create new challenges for which they do not have sufficient skills or techniques, and this situation makes them worried again.

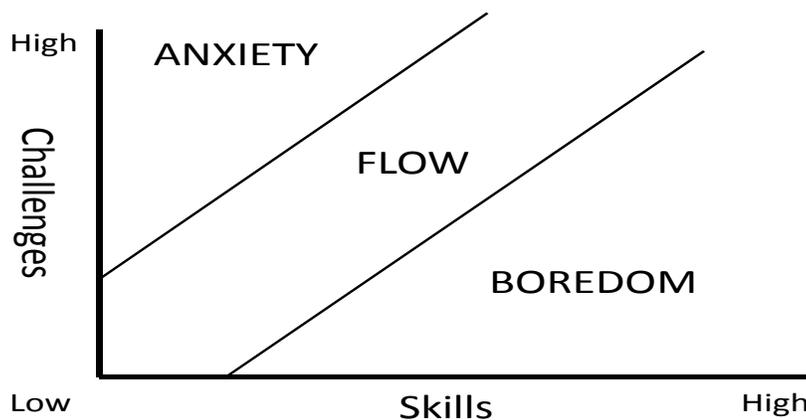


Figure 1. The Original Flow Model (Adapted from Csíkszentmihályi, 1975)

Later, they attain opportunities that require even higher skills and better techniques. But, once again, they do not have sufficient abilities to take advantage of those opportunities that are still challenging for them. They become anxious and fall into

a slump, go down a blind alley, or hit the wall. Then, they practice and improve their abilities and again experience flow state. Consequently, they achieve an even higher level of skill.

If they become too confident and do not continue to feel a challenge, they lose their fresh mentality and fall into a state of boredom. They get stuck in a rut. The way they can get out of it is by finding new challenges for themselves and striving to overcome them. Compared to the flow state they experienced after they first joined their university sports team, they have a more complicated and enjoyable flow state that is created by the combination of experiencing higher abilities than those they had when they joined the team and confronting more difficult challenges than those they experienced previously.

The dynamism to repeatedly go up levels and grow step by step is characteristic of flow (Csikszentmihalyi, 1990). Human beings cannot continue enjoying the same things at the same level. They inherently desire to find enjoyment again when they are bored and dissatisfied. These desires lead them to further develop their skills or drive them to seek out new opportunities that allow them to make the best use of their abilities (Csikszentmihályi, 1990).

In the early stage model described above, simply balancing the challenge of the task and the performer's skill does not optimize the quality of the experience. Although the performer experiences balance between skills and the challenge, when the task provides only the lowest level of challenge the performer does not attain a state of flow (Massimini & Carli, 1988). Watching television is an example of a low-level challenge

matched with a low-level of skill that cannot be called an optimal experience (Csikszentmihályi, 1997). Individuals can only experience flow when they face high-level challenges with tasks that are not usually required in their daily lives and they have the sufficient skills to deal with these tasks (Figure 2) (Massimini & Carli, 1988).

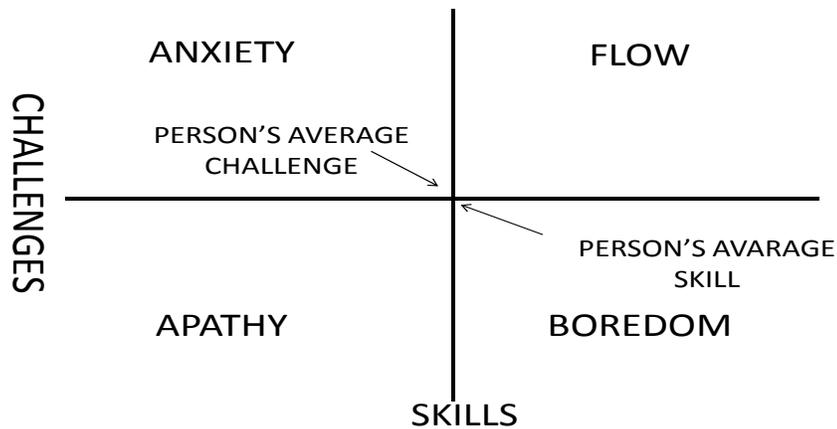


Figure 2. The Flow Model Applied to the Experience Sampling Method (ESM) (Adapted from Massimini and Carli, 1988)

The current flow model appears in Figure 3. In this flow model, the challenge levels of the task and skill levels are categorized into eight experience channels. In addition, this model shows concentric circles which indicate the intensity of the experience. This intensity is relative to the distance between the performer's challenge level and his or her skill level (Csikszentmihályi, 1997).

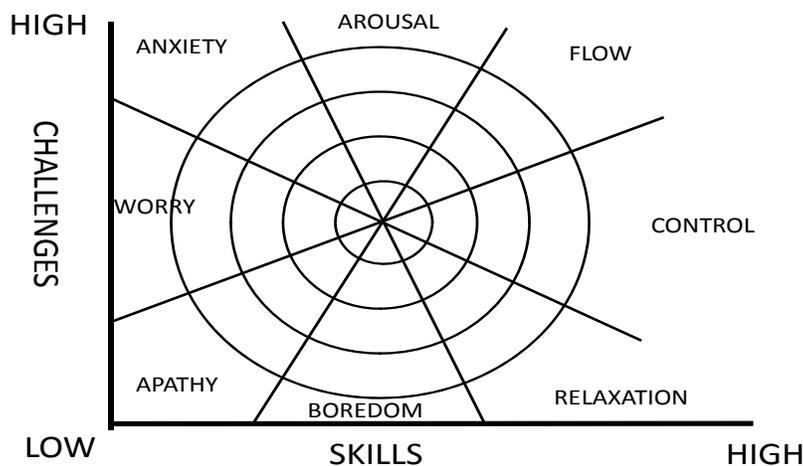


Figure 3. The Current Flow Model (Adapted from Csikszentmihályi, 1997, 2003)

Major Motivation Theories

Flow theory is positioned in the motivation theories. To better understand flow theory, here is an overview of major motivation theories which have had a strong influence on modern society. First, motivation can be defined as “the tendency for the direction and selectivity of behavior to be controlled by its connections to consequences, and the tendency of this behavior to persist until a goal is achieved” (Alderman, 1974, p.186). The classic motivation theories examined in this research will include the Hierarchy of Needs, Theory X, Theory Y and Motivation-Hygiene Theory. Modern motivation theories such as Equity Theory, Expectancy Theory, Job Characteristic Model and Goal Setting Theory will also be examined.

Hierarchy of Needs

Maslow (1954) assumed that human beings continuously desire to become everything that they are capable of becoming. He then proposed a five-level hierarchy of human needs from the lowest to the highest. The five levels are physiological needs, safety needs, love/belonging, esteem and self-actualization. The levels up to “esteem” are deficiency-motivated. Self-actualization, on the other hand, is in a different level that is growth motivated rather than deficiency motivated. Maslow (1968) explains that self-actualization motivation is based on human beings’ common inherent desire to experience values of high-order values. Thus, Maslow’s self-actualization motivation cannot be defined as a part of a deficiency model. It is a type of motivation based on issues related to a person’s values and existence. In this regard, there are similarities between this theory and the flow theory. Moreover, Maslow (1959) describes self-actualized individuals as “the people who come to a high level of maturation, health, and self-fulfillment, have so much to teach us that sometimes they seem almost like a different breed of human beings” (p.5). This is another similarity between self-actualization and flow theory. Both theories involve a human being’s growth and development.

McGregor’s Motivational Theory

Theory X and Theory Y proposed by McGregor (1960) describe the nature of people and human beings’ motivation. They are based on Maslow’s Hierarchy of Needs Theory. Theory X explains that human beings are inherently lazy and will avoid work unless forced or coerced. Theory Y, on the other hand, assumes that human beings are not averse to work and, under certain conditions, may be self-motivated to accept

responsibilities (Robbins& Coulter, 1996). Theory X describes a human behavioral model that tends to apply to individuals with needs in the lower order of the hierarchy, such as physiological and safety needs in Maslow's model. If applying Theory X, managers will control employees of this type by relying on order and imposition. Under this model, managers will apply "carrot-and-stick" management approaches that punish employees if they cannot accomplish a goal.

Theory Y, on the other hand, is a behavioral model of people who are likely to have higher-order needs, such as social needs and self-actualization. Under Theory Y, managers believe that employees will continuously be self-motivated if provided with opportunities to accomplish ambitious objectives and to commit to their responsibility. The managers rely on exercising management methods that provide opportunities to employees. According to Theory Y, if the objectives of a corporation and each employee's needs and objectives can be adjusted, a corporation can accomplish its objectives more effectively. In other words, McGregor (1960) said that if corporate goals meet employees' needs, employees would voluntarily develop their own abilities, knowledge, skills, and methods. Under those conditions, moreover, they will exercise their developed abilities and knowledge in order to contribute to the organization.

When the society's standard of living improves and lower-order needs such as physiological and safety needs are satisfied, management programs based on Theory X's view of human nature will not meet the needs of the employees and effective motivation cannot be expected. McGregor (1960) emphasized that in modern societies where low order needs are already satisfied, management programs supported by Theory Y are

needed.

Herzberg's Motivation-Hygiene Theory

Herzberg, Mausner, and Snyderman (1959) proposed that some specific factors contribute to the level of employee satisfaction but the same factors do not change the level of their dissatisfaction. Herzberg et al. (1959) suggested that the factors which make employees satisfied in their jobs are different from those which make them dissatisfied.

Human beings have two kinds of needs and each influences behavior in different ways. For example, when people are not satisfied with their jobs, their attention focuses on their working environment. When they are satisfied with their jobs, on the other hand, they pay attention to the work itself. The former situation is called a hygiene factor while the latter a motivation factor. The former describes a person's environment and is a factor in preventing job dissatisfaction. Job dissatisfaction is caused by "company policy and administration," "supervision," "pay and benefits" "relationship with co-workers," "working conditions" and so on. Deficiencies in these factors cause job dissatisfaction; however, meeting these needs does not necessarily lead to job satisfaction (Herzberg et al, 1959). These hygiene factors simply prevent job dissatisfaction. The hygiene factors satisfy physiological needs, safety and security needs, and a part of social needs in Maslow's Hierarchy of Needs Theory.

Motivation factors, on the other hand, spur people to higher performance. Job satisfaction depends on "achievement," "recognition," "the work itself," "responsibility," "promotion" and so on. The presence of these gratifying job characteristics leads to job satisfaction; however, the absence of these characteristics does not necessarily lead to job

dissatisfaction (Herzberg et al, 1959). These motivation factors satisfy a part of self-actualization needs, self-esteem needs and social needs in Maslow's Hierarchy of Needs Theory.

Equity Theory

Adams (1965) states that employees seek to receive rewards and results of outcomes commensurate with their workload and inputs. When the ratio between an individual's inputs and outcomes are equivalent to the ratio of another individual, it is recognized as equity. If, on the other hand, an individual's ratio and another individual's ratio are not equivalent, it is recognized as inequity. The more inequity an individual senses the more discomfort they feel and the more they are motivated to remove the inequity (Adams, 1965).

Adams (1965) suggested that in inequity there are those who are under-rewarded and over-rewarded. The following methods can reduce inequity:

- (1) Change input (increase / decrease contributions to the job)
- (2) Change output (pay cut or return / request pay raise)
- (3) Cognitive distortion of individual's input and output
- (4) Avoid uncomfortable comparison by leaving the organization
- (5) Change the other individual's ratio of inputs and outputs (make the other individual put in more or less effort)
- (6) Choose another individual to compare against who has an equivalent ratio

By applying equity theory to various inputs and outputs beyond just the distribution of rewards, it can be used to explain various kinds of human behavior including charity activities and intimate relationships.

Expectancy Theory

Vroom (1964) focused on the motivation process of how people are motivated. Human beings can be motivated by a goal when the goal is clearly defined, the amount of effort required to achieve the goal is understood and the reward for accomplishing the goal is attractive (Vroom, 1964). If employees can accomplish the following expectancy links one after another, they can be motivated.

- Expectancy Link 1: Employees expect that achievement of the goal will lead to valuable reward.
- Expectancy Link 2: Employees expect that their efforts will lead to achievement of the goal.

In order to induce these two-step expectancy links, the following three things must be established: 1) Valuable reward. (Reward), 2) Sufficient goal to attain the reward. (Goal) and, 3) Sufficient strategy to attain the goal (Efforts).

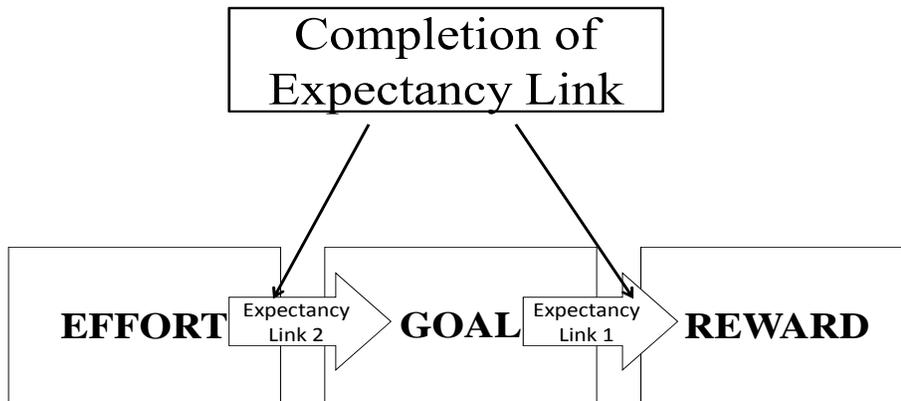


Figure 4. The Completion of Expectancy Link (Adapted from Vroom, 1964)

Job Characteristics Model

Hackman and Oldham (1976) examined the process by which job characteristics impact employee motivation and how job content and characteristics influence human behavior. In other words, their theory is based on the belief that intrinsic motivation arises from the substance of the work itself, such as job content and characteristics. The job contents tied to internal motivation they identified were:

- (1) Skill Variety = variety of skills required to complete a job
- (2) Task Identity = degree to which the task relates to the overall flow of work
- (3) Task Significance = significance of the impact of the work in our society
- (4) Autonomy = degree of independence on how to deal with the job
- (5) Feedback = feedback received through the completion of the task

Goal Setting Theory

Locke and Latham (1984), in their study of Goal Setting Theory focused on goal-related factors to examine the influence these have on an individual's motivation. In this theory, it is hypothesized that motivation depends on goal setting. As far as an individual accepts a goal, specific goals generate better performance than ambiguous goals and difficult goals more than easily attained goals (Locke & Latham, 1984).

Effects of difficult goals. The difficulty of a goal is proportionate to an individual's performance level (Locke & Latham 1990). Individuals who seek out difficult goals, such as goals that require a lot of ingenuity and effort to attain or that must be accomplished in a short time, will perform better. Those individuals who seek out such difficult goals tend to be highly motivated in their jobs. The more difficult the goal is to achieve, the better that individual will perform and the more motivated they will be in their task (Locke & Latham, 1990). For any kind of job, it is possible to set the minimum amount of time to accomplish the task. When more than the necessary amount of time is given to complete a certain job, individuals tend to work at a lower level of productivity because they unconsciously adjust their pace to fill the time available for completion (Parkinson, 1957).

Latane, William and Harkins, (1979) suggest that group tasks might decrease productivity as an inverse power of the number of people in a group. In other words, when a group of people is engaged in a task together, not all the people exercise their best abilities. Some of them do not work hard, believing others work enough to accomplish the task. Therefore, the number of people is not proportionate with productivity in tasks.

Setting high-level goals can prevent organizations and individuals from having these experiences (Parkinson, 1957). When people are tasked with difficult jobs, they increase their level of productivity to accomplish the set goal. In situations like this, raising the level of the goal will increase the level of performance (Bandura & Cervone, 1983; Bryan & Locke, 1967; Sales, 1970). This situation, however, can only occur if the individual accepts the difficult goal (Klein, Wesson, Hollenbeck & Alge, 1999). Even if you set difficult, high-level goals, people cannot be highly motivated if they do not accept such goals. When an individual accepts a significantly high-level goal, on the other hand, their motivation and performance level will become remarkably high (Locke, & Latham, 1990).

Effects of specific goals. Clear and specific goals have a higher motivation effect than ambiguous goals (Locke & Latham, 1990). When an individual receives a clear explanation of the purpose and the meaning of the work, rather than just the order to work, the individual will be more motivated. Moreover, rather than abstract and ambiguous goals, such as “Do your best,” or “As many as possible,” specific goals such as “monthly sales goal: 100 units” can stimulate an individual’s motivation and actions much more effectively (Locke & Latham, 1990).

Feedback effect. When goal-setting is combined with feedback, the motivation effects are much higher (Locke & Bryan 1969). Goal setting generates better results when individuals receive feedback supporting them during their work (Bandura & Cervone 1983). This process stimulates the effect of goal setting. Also, when the pace toward achieving a goal is slow, the performance of the work can be greatly enhanced by giving

feedback to the individual (Matsui, Okada, & Inoshita, 1983). With feedback, the timing is more important than the amount. Giving feedback at a relatively early stage is especially important and can ultimately cause better performance than feedback given at a later stage (Locke & Bryan 1969).

Characteristics of Flow Theory

Non-Deficiency Model

Alderman (1974) defined motivation as the tendency for the direction and selectivity to accomplish a certain goal or the will to satisfy certain objectives on the condition that the individual can take actions towards these objectives. Vealey (2005) noted the discovery of desire in humans as one important principle of motivation. In addition, Robbins (1997) pointed out that the needs are states of physiological or psychological deficiency that make individuals recognize certain results as attractive. In this theory, motivation is hypothesized to be generated by deficiency. It is definitely the case that a large number of motivation theories such as theory X, motivation-hygiene theory, equity theory, and expectancy theory do in fact rely on shortage or deficiency as a premise.

In regard to this, Csíkszentmihályi (1975) pointed out that most of the theories of human motivation are based on the assumption that motivation is limited when they are physiologically satisfied. According to this model, action is an innate or acquired sequence of reaction simply to satisfy basic desires. The flow model is based on the idea of a feeling of spontaneous enjoyment. Clearly this flow model approaches motivation from a different angle than the deficiency model.

In order to analyze organizations and teams, researchers try to identify the gap between the current situation and their goals (Csikszentmihalyi, 1975). Then, the consultants often used methods to make up the gap that was found. As a result, the deficiency model was developed at an early stage. However, the deficiency model cannot explain or solve all problems and issues because the speed of change and the environmental uncertainty surrounding organizations and teams have accelerated (Scharmer, 2009). These points have become important issues in athletic team settings. The pace of environmental change around organizations and teams has accelerated and the athletes themselves, the relationships among them, and the relationships between athletes and team staff members have diversified. The flow theory, based on a non-deficiency model, has the potential to solve these issues (Csikszentmihályi, 1975).

Intrinsic Motivation

In early research by Csikszentmihályi (1975) a common point was identified in the research subjects experiencing flow. It was found that flow originated in those who invested a significant amount of energy in activities for which they derived almost no extrinsic remuneration. Csikszentmihályi (1975) found that extrinsic remuneration has two implicit negative influences on flow: one is the fact that the response is conditioned on the extrinsic remuneration and as a result the meaning and happiness from the deed itself are lost. The other has to do with the problem that extrinsic motivation is applied when participants compete for limited resources. The result of this is a reduction in materials and resources and the emergence of unconstructive interpersonal relationships. When extrinsically motivated, participants have to act depending on external factors. It is

difficult to reduce influences from external factors. Once individuals find their own standards, they can judge outside influence, make decisions and choose how to act. This decision-making process is different from the process of simply depending on a reward from external factors.

Intrinsic motivation is not dependent upon outside factors. It comes from inside individuals. When individuals look deep within themselves, they can gain intrinsic motivation. Intrinsic motivation is a high level of motivation that is based on an individual's life themes and values. Also, it is related to an individual's continuous growth. The fundamental ingredients of an optimal flow state experience are for the action itself to be the purpose, and even if initially designed for another reason to have the participants become engrossed in the activity and derive intrinsic value from it (Csíkszentmihályi, 1990). Deci and Flaste (1995) discuss the flow experience as an example of intrinsic motivation experience whereby life is made happier through the experience, self-understanding reaches deeper, honesty with oneself is nurtured, and an appreciation of a genuine deep interest in everything can be experienced together with the enjoyment. Csíkszentmihályi (1990) states that flow theory theoretically explains the process by which human beings grow to gain more complicated abilities through experiencing flow.

Once individuals experience flow, they will desire to undergo the same mental experience time after time. As individuals experience flow many times, they gain their own identity, escape common frames and become absorbed in gaining abilities with scarcity value (Csíkszentmihályi, 1990). The mechanism of flow “makes the present

instant more enjoyable” and “builds the self-confidence that allows us to develop skills and make significant contributions to humankind” (Csíkszentmihályi, 1990, p.5). Flow is advocated through a new model for activities from which intrinsic reward is attained wherein the personality characteristics of those who attain flow are said to be those of an autotelic personality (Csíkszentmihályi, 1975).

How Flow Happens

Balancing high-level challenges with high-level abilities is important for a state of flow. However, this condition is not enough to experience flow (Csíkszentmihályi, 1975, 1990). In addition, individual characteristics such as having an autotelic personality are important. “Autotelic” comes from the Greek words *auto* meaning self and *telos* meaning goal (Jackson & Csíkszentmihályi, 1999). Therefore, flow is a self-sufficient activity. In other words, in a state of flow individuals do not expect future benefits. Performing the activities themselves is a rewarding experience for individuals (Csíkszentmihályi, 1990).

Flow results in abilities motivated by intrinsic reward. In other words the activity itself becomes the purpose of the experience (Jackson & Csíkszentmihályi, 1999).

Csíkszentmihályi (1990) stated the following:

We all know individuals who can transform hopeless situations into challenges to be overcome, just through the force of their personalities. This ability to persevere despite obstacles and setbacks is the quality people most admire in others, and justly so; it is probably the most important trait not only for succeeding in life, but for enjoying it as well. (p. 24)

Also, Csíkszentmihályi (1990) stated that individuals who seem to enjoy situations other people cannot usually tolerate most clearly show characteristics of

autotelic personality. For example, when certain people are lost in Antarctica or confined in prison, they cognitively change such hardship into conditions that they can endure. They recognize that overcoming these conditions is an enjoyable effort for them. Csíkszentmihályi (1990) raised four points about how people can develop this autotelic personality as follows:

1. Setting goals

Individuals should have clear goals to accomplish and, as the goal setter, should be totally committed to their goals. At the same time, they must have the flexibility to change these goals if the goals turn out to be meaningless.

2. Becoming Immersed in activity

In order to accomplish immersion in activities, individuals should match their challenges to their abilities. The level of immersion can be greatly enhanced through concentration.

3. By attention to what is happening

Individuals should not be self-conscious about how they act or how other people perceive them but should spend mental energy on the tasks they engage in so that they can overcome the limits of their abilities and develop themselves.

4. Learning to enjoy immediate experience

Individuals can enjoy life even during objectively cruel conditions.

Csíkszentmihályi (1990) described eight factors related to a state of flow in addition to the autotelic personality factors. These are:

1. A challenging activity that requires skills

The flow experience arises within activity constrained by target-oriented rules. Whatever the activity, there is an opportunity for a sequence of actions. Stated differently, in order to achieve an action there is an appropriate skill that must be challenged. The necessary skill for that particular activity may not necessarily be a physical skill per se. Furthermore, in order to raise the quality of the personal experience it is necessary to demonstrate a higher level of skill by pursuing the challenge through even greater effort. When this challenge and skill are well balanced it is then that happiness emerges.

2. The merging of action and awareness

It is not that effort is not needed for flow experience; significant physical ability and intellectual action practiced at a high level are required. However, because people are so deeply immersed in what they are doing, the action occurs naturally and becomes almost automatic. Any detachment of one's own self from the current act being performed will be eliminated from one's consciousness.

3. Clear goals

The ability to become completely absorbed in the flow is premised on having a clear target or goal. Accordingly, in the case of several creative activities such as composing or painting for which the goal is not clarified beforehand, strong individualistic intuition that can be evaluated must be refined in order to move toward achievement of what the individual has set out to accomplish.

4. Unambiguous feedback

Immediate and clear feedback is also indispensable to the flow experience. In order to be happy with things it is necessary to know whether what has been achieved is actually good or not. In other words, there are various kinds of feedback but if it includes information about whether the goal has been achieved this raises the value of the feedback.

5. Concentration on the task at hand

Of the components from which the flow experience is configured the most frequently referenced factor is the complete concentration on the task at hand. Clearly accompanying the emergence of the flow state is a well-ordered consciousness of the configured essentials where obstacles from any confusion in consciousness have been removed. This is one reason for improvement in the quality of the experience.

6. The paradox of control

In our daily lives we are constantly faced with situations beyond our control. In terms of flow experience there is a strong sense of awareness to control this state. However, what we refer to here as control is really more accurately a matter of controlling that which is possible to control. What makes people happy is the sense of awareness of controlling one's own actions within the complex nature of circumstances.

7. The loss of self-consciousness

When in the flow state people are so engrossed in what they are doing they lose sight of not only their own problems and surrounding issues but they forget themselves as well. Their self-consciousness is completely suspended temporarily. As a result of the

strong mental concentration in this state anything that is not directly related to the current task at hand is crowded out of the consciousness. The participant disengages or releases specifically from self-consciousness as well as from ambition, loss, fear and desires (Csíkszentmihályi, 2003).

8. The transformation of time

In flow the awareness of time transforms to accommodate the action currently being carried out. Depending on the activity several hours will actually feel like several minutes or conversely what only lasts for several minutes may seem like it has lasted for a very long time. Complicated work tasks at times will be completed in a very short period of time. The flow state releases the time pressure and transforms the elapse of time into a subjective way of feeling that allows one to feel able to control it. The combination of all these factors will create a feeling of rapture (Csíkszentmihályi, 1990).

Research on Flow in Sport

There has not been much sport psychology research conducted related to flow as advocated by Csíkszentmihályi (1990). Therefore, this literature review of flow in sport covers mainly research of Susan Jackson, who has studied flow in top athletes using qualitative research.

Jackson (1992) interviewed sixteen elite figure skaters. The following five dimensions were identified as the most discerning for entering into flow: (a) positive mental attitude, (b) positive pre-competitive and competitive affect, (c) maintaining appropriate focus, (d) physical readiness, and (e) unity with partner. In terms of their optimal experience, these figure skaters noted things like a sense of clarity, awareness,

and perceived control of the situation as well as expressing that it was very memorable and valuable time spent. Jackson (1992) concluded that “there was a close agreement between the skater’s perception of flow and the theoretical description of the flow construct” (Jackson, 1992, p.177).

In later research Jackson (1996) investigated 28 elite athletes in 7 different sports regarding their perceptions of flow state during performance. This resulted in 295 raw data themes of which 97% were classified in Csíkszentmihályi (1990) nine flow dimensions. Of these, the most central flow dimensions were recognized as autotelic experience, action-awareness merging, concentration on task at hand, and paradox of control.

From these two pieces of research Jackson (1996) concluded that the Csíkszentmihályi (1990) flow model could be applied to sports. However, on several points such as the perception of effort during flow, differences with the Csíkszentmihályi model were identified for the flow experience of an athlete.

Jackson and Roberts (1992) investigated 200 Division 1 college athletes and the relationship between their goal orientation and their flow experience. It was concluded that athletes who were high in task involvement experienced the flow state more frequently than those who were low in task involvement. It was also reported that there was no relationship between an ego orientation and flow. This research indicated that it was not actual ability but perceived ability that was related to experiencing flow. This was also alluded to in the Csíkszentmihályi model as “it is not the skills we actually have that determine how we feel, but the ones we think we have” (Csíkszentmihályi, 1990, p.

75).

Catley and Duda (1997) studied 163 golfers for the relationship between pre-performance readiness factors and the flow experience. The results of this research found a strong relationship between flow and pre-round readiness factors such as pre-round confidence, positive thinking, motivation, relaxation, mental focus, and physical readiness. In the investigation of elite athletes Jackson (1992, 1995) also found antecedents of athletes' flow states such as optimal arousal levels, high motivation, feeling good during the performance, maintaining an appropriate focus, having optimal environmental and situational conditions, and positive team play and interaction.

On the other hand, Jackson (1992, 1995) also found several factors that were obstacles to flow. Critical among these was the focus on non-optimal environmental or situational conditions. This included things like undesirable weather conditions, uncontrollable event influences, and distracting interactions with others before or during the event. Other obstacles to entering into the flow state included lack of physical preparation, lacking confidence, and having a negative mental attitude.

Flow and Performance Connection

Privette (1983) defined peak performance as performance that exceeds the expectations of the individual or as behavior that makes full use of one's potential in any activity. According to Vealey (2005), flow is a vital or healthy state of optimal effort leading to peak performance.

Jackson and Roberts (1992) surveyed 200 university athletes regarding the relationship between peak performance, flow, target thinking, and perceived performance.

Results showed a linkage between peak performance and flow experience and that athletes experienced high flow when delivering their best performances. It was also apparent that flow and peak performance were connected when athletes were devoted to performing to the best of their abilities. Jackson, Thomas, Marsh, and Smethurst (1996) found there was a correlation between flow and performance. The subjective performance measure was more strongly related to flow scores than to finishing position on the Flow State Scale (FSS: Jackson & Marsh, 1996).

Cohn (1991) investigated peak performance factors of elite golfers. The result of this study found that a narrow focus of attention, being immersed in the present, feeling of control and confidence, having no fear, and feeling physically and mentally relaxed were factors in determining the peak performance of golfers. In the investigation of elite athletes by Garfield and Bennett (1984) the mental state of athletes when giving an outstanding performance were characterized by being mentally and physically relaxed, confident, focused on the present, energetic, extraordinary awareness, and a feeling of being in control. Loehr (1982) conducted interviews with athletes about their experiences when performing at their best. From this, factors such as high energy, fun and enjoyment, no pressure, optimism, confidence, focus, and in control were clarified. The factors influencing peak performance that were identified in these studies by Cohn (1991), Garfield and Bennett (1984), and Loehr (1986) are similar to the factors influencing flow. This is indication of the close relationship between flow and peak performance.

The Nature of Narrative

Research into flow states depends on the extent to which researchers can investigate individuals' flow experiences as well as the extent to which subjects can verbally express them. Observation alone cannot be used to document flow. For instance, recording an individual's flow experiences on video does not provide sufficient evidence about what's happening. Surely, the state of flow simply can be assumed by either examining the flow-causing conditions individuals undergo or through observation. To gather accurate data about states of flow that are optimal experiences, however, individuals must describe the quality of the experience themselves. In order to understand the process and the feelings of enjoyment brought about by controlling inner life, which leads to the optimal experience called flow or "order in consciousness," people need to reflect on their experiences and speculate about them (Csikszentmihályi, 1990). Experiences in the past are neither simply fixed nor accumulated in our memories. Our experiences in the past are collated with the present and reorganized. They are rewritten, and the results are construed as our memories (Crossley, 2000). Therefore, our past exists not in the past, but in present.

Bruner (1986) points out that pragmatic mode and narrative mode are used to organize experiences and to construct our present reality. People use pragmatic mode to judge if illustration of a certain event leads to universal truth. Individuals using logical scientific mode seek causal relations that lead to universal truth conditions by means of empirical evidence and methods of formal logic. It either substantiates universal reality or does not. Narrative mode, on the other hand, is used to connect more than two events in a

description. People use it to examine acts of meaning and to organize experiences. As a result, various answers, including contradictory feelings, such as sad and happy, can exist at the same time.

Therefore, the narrative approach is appropriate for researching the state of flow for the following reasons. First, we usually live with perceptions that can be interpreted by narrative mode rather than pragmatic mode like scientists. Therefore, in order to examine how ordinal people behave in their daily lives, psychological research based on narrative mode should be applied (Bruner, 1990). Second, using narrative mode provides advantages during the cognitive information process. We can better remember experiences when they are organized, generalized as episodes, and integrated, rather than maintained as fragmented memory (Schank & Abelson, 1995). Third, narrative mode allows us to focus on organizing events as a script, paying attention to the causal relationship between a particular event and others, transformation, generation, change, and consequences. The process generates a new meaning (Bruner, 1990). Fourth, pragmatic mode leads from the specificity of an individual fact to generality by logically abstracting a variety of facts. Narrative mode, by contrast, generalizes the specificity of individual events and essential events with the details of daily life as a whole while they are still in a complicated state. Consequently, narrative mode makes the generalized state represent as a model. As a result, the model gains specific meanings. Models promote identification and mimesis (Bruner, 1990). Fifth, narrative mode is sensitivity-based thinking rather than logical thinking. To clarify the state of flow process, which is the optimal experience, researchers should focus on interactive relations between individuals

and their sports they play or the jobs they do, as well as interactive relations between individuals and others, and all related experiences, such as how to deal with various issues. Researchers should connect all experiences about these factors into meaningful patterns instead of focusing on a partial solution. To make these connections and create these patterns, it is important to understand how consciousness works and how it is regulated in internal life (Csikszentmihalyi, 1990).

The narrative approach focuses on individuals' ways of organizing their experiences and of telling stories, as well as the processes and varied meanings of their experiences in the context of interactivities between storytellers and listeners (Clandinin & Connelly, 2000). Stories organize individuals' experiences. In other words, stories edit individuals' experiences and lives. Human beings' experiences are not simply the sum of their externalized perceptions and behaviors. We live by choosing, editing, and constructing behaviors that change every second. We also bring an order to these behaviors, organize them as experiences, and bring meanings to events. Although each element is the same, the meanings given to the total sum of these elements can differ significantly depending on the ways we relate, organize, and edit the elements.

Narratives organize experiences and are acts of meaning (Bruner, 1990).

Time in narratives differs from chronological time. It moves in various ways, such as going backward, returning, circulating, and stopping. Time settings in narratives are very similar to the time sense that human beings experience in reality. The reason why narratives are generative and do not end is that they are not completed only by speakers or writers, but also by listeners and readers who collectively join in generative

acts of meaning. Narratives are beneficial in constructing a possible world that has no touch with current realities. They are also beneficial in letting us listen to “different voices” that are based on our life experiences (Bruner, 1986; Gilogan, 1982).

Narrative approach accepts various narratives and images. It accepts plural, varied stories at the same time. Therefore, in narrative approach, researchers do not judge which story is right. Narrative approach respects the diversity with which people in differed contexts describe their own experiences with their own voices, as well as the collaborative composition of narratives. This differs from master narrative and dominant narrative, circumstances where another or a different story’s generation is respected (Josselson & Lieblich, 1993).

Narrative Self

The meanings of our own experiences and others’ experiences in ourselves differ, depending on how we interpret the linguistic resources. We interpret the meanings of linguistic resources based on the way we have lived with our own family and our cultural stories. By sharing those experiences with others, not only can we interpret them, but we can also observe how we compose their meanings using the narrative approach (Crossley, 2000). In narrative research, stories do not simply express speakers’ accumulated memories. Narrative is related to fields, society, culture, historical context, and the situations in which the speakers tell their stories. Within these complicated contexts, speakers and listeners collectively build stories. Self and the personality are not interpreted as a fixed identity. Diversity and changeability are respected in narrative (Gergen & Gergen, 1988). In the narrative psychological approach, self is interpreted as

being contained within a social structure. This approach focuses on how the self is described and theorized about in dialogues, rather than examining what the self is.

To understand the state of flow, the investigation of individuals is positioned as the important issue. Csikszentmihalyi (1990) states, “Following a flow experience, the organization of the self is more complex than it had been before” (p. 41). This complexity results from two major psychological processes: differentiation and integration. Complex self is a product of the self that successfully combines two opposite processes: integration that combines the self and others; and differentiation, which involves the identification of the self and how it is distinct from others (Csikszentmihalyi, 1990).

Ricoeur (1985) proposes a concept called identity narrative. He first posits that stories compose self via the media of others through interactivities rather than by the individual’s identity. The self is socially and culturally defined, in cultural, social, and historical contexts. As a result, stories do not simply connect an individual to present. They also organize the self of the future and possible self by providing organic meanings to the self. Therefore, a view of self composed as a story promotes the retelling of self and provides changes to the self in a generative process. The concept of narrative identity fundamentally reforms the classic concept of self. Over current time and space, as the identical and only subjective existence, the concept of self that is believed to exist and the self that has universality and identity is assumed to be organized by narrative rather than actual being (Conway, 1997).

When we regard self as a story, the concept of self that loses touch with others becomes weak. Telling “my story” generates “we” with the one with whom we share it.

Narrative creates dynamic processes that storytellers and listeners recognize in the stories, which individuals themselves have unconsciously gained. Stories are reorganized and individuals retell them (Schafer, 1992). They become plural stories and can be reconstructed. The same events can be generated as new versions based on differed plots. This system generates lives. It also conveys knowledge to new generations (Kotre, 1999).

Individual's stories are deeply influenced by their culture. And, culture that unconsciously impacts stories is reviewed. Cultural influences on stories about individuals are explained by observing that human behaviors take place in a cultural context (Coffey & Atkinson, 1986; Witten, 1993). For instance, the narratives managers of university sports teams in Japan compose regarding their roles and identities reflect cultural patterns, such as nationality, types of sports, characteristics of universities, and so on.

In culture as a linguistic system, the system influences both epistemology and expression (Coffy & Atkinson, 1996). Large numbers of cultural stories, such as traditional stories and fairy tales, function as models for individuals' stories. Cultural differences can also cause totally different interpretations of the same activities (Gubrium & Holstein, 1998).

The Concept of Reflexivity

In psychology, qualitative research should not be perceived or judged by the same criteria as quantitative research. Crossly (2000) explained the concept of reflexivity. He said that when describing events, individuals repeatedly organize and condense them into perceptions. These lead to a description that well reflects the subjects' perception of

the events. Therefore, narrative research based on the concept of reflexivity can make subjects' stories more credible by condensing and organizing the events they have experienced (Richardson, 2000). People use reflexivity to internalize the events they have experienced. An individual who maintains coherence and consistency over time develops unity.

Qualitative research also cannot reproduce exactly identical results time after time. Using speech-to-text conversion, however, various similar narrative samples that have slight gaps can be compared. Also, by publicizing individual data, including interviewing situations, and by repeatedly micro-analyzing the data, qualitative context can be reflexivity reproduced. Other considerations include the fact that both the research subjects' and the interviewers' speech are converted into text. Also, the researchers and individuals have dialogues with each other as they review the subjects' experiences. These processes lead to data and analysis. Credible data can be developed using the narrative method, which does not make interpretation as a result of simplification. In this way, the diversity and reproduction of the story, with gaps in the data created by changes that appear in individuals, can be observed.

Summary

As described by Csikszentmihalyi, flow is an intrinsically motivating state of total immersion in an activity characterized by challenge-skill balance, clear goals, merging of action and awareness, concentration on the task at hand, and loss of self-consciousness. Flow states have been identified in athletes, and related to positive performance outcomes (Jackson & Roberts, 1992). However, nearly all the sport

psychology research on flow focuses on individual athletes, with no research on team flow. Narrative research is an appropriate method to investigate the complex, dynamic process of team flow. Because the coach has the key role in developing team flow and directing team efforts toward successful results, this study focuses on the understanding team flow through a narrative analysis of the life story of a coach.

CHAPTER III

RESEARCH METHODOLOGY

The purpose of this study, which is addressed using narrative methods, is to understand the team flow state in a Japanese university baseball team. The specific aims are to describe the characteristics of the team flow state, and describe how the coach is able to guide the team along the path to team flow and successful results.

Narrative Methods

In the study a qualitative ethnography approach was utilized combining narrative and participant observation. This research sought an understanding of team flow through the construction of a model using the events and activities that occur within the university baseball setting. The ethnography method takes the events, activities and the individual understanding of such and positions these within the meaningful context (Tedlock, 1991).

The research is part of my (the researcher's) long-time association and activities with the organization of a university baseball team. With this relationship, the meanings of things are refined within a stable environment provided by the usual customs and norms. In my capacity as mental advisor, I am a recognized participant in this baseball team organization. In order to comprehend the meaning of events taking place in a certain location, a person must understand their living experience, the atmosphere of the times, the customs of the social group, the influence of the code of

conduct, and also the interaction with members in that location (Blumer, 1969). In order to understand the culture of the university baseball experience it is critical to take in and feel the atmosphere of the actual location in person. Participant observation is not merely about observing from the outside but is also about having an influence on the actual participants, which hereby allows for clearer insight into their situation and viewpoint. Each and every location is configured from its own unique culture.

Participant observation affords the opportunity to carefully observe the behavior of players and their exchanges with the coach thereby allows for gradual sharing of the meaning of what occurs as a result of what the coach says. Accordingly, questions that reverberate with coach can be asked and his answers can be deeply understood. Insight into the nature of how the team is able to enter into a flow state and the specifics of what constitutes the team flow condition will be obtained as a result of overlapping field memos and coach interviews taken from participant observation.

Life Story Interview

In this narrative research, the primary method was a life story interview. Following the initial life story interview, episode interviews were utilized to follow up relevant issues related to teambuilding and flow. All interviews used open-ended questioning to encourage freedom in responses. The narrative consisted of the organically organized experience of meaningful behaviors. The experience is not just single actions aligned one after the other but rather we select each action one by one, and then relate, organize, and order it such that the experience is dynamically structured with meaning. In other words the life story is a coordinated organized experience of

meaningful behaviors. The meanings found within this life story are determined mutually by speaker and listener as a joint effort (Bruner, 1986).

In regard to the episode interview of a specific relevant area of concern, knowledge is grasped in a mode shaped both from narrative episode knowledge and semantic meaning knowledge and the latent structure is derived from the behavior yielded there from (Flick, 2002). In the episode interview, attention focuses on the circumstances around a specific experience of the interviewee and on the content within an episode that is thought to pertain to a specific research question. In the case of participant observation, the perception of the organization by the observer will differ depending on the observer's connection to the organization. Consequently, it is important to clarify whether the relationship between the observer and participant being observed has been interpreted.

Participants

Researcher/Participant Observer

In relation to this study I have served for four years as the mental advisor for this university baseball team. As a result, within the course of this relationship, I have in many cases worked in a parallel relationship with the coach. In other words, I have not always been just an observer but instead have been in a position responsible for implementing measures for team building. The coach and I are not outsiders but rather colleagues as we have worked together under the same organization with the same objectives. Working together as colleagues we have had many opportunities to come to a common understanding. As a result we have looked at team growth from the same

viewpoint. Given this common experience with the coach, listening to him is for me group work activity based on a feeling of trust that flows naturally and for his part he speaks his true feelings without posturing thereby allowing for deep understanding of the true meaning included in his words.

Primary Participant: Coach

In narrative research specific attributes are rooted in the locality itself so it is important to configure a generalized model that allows for sharing with others. For this reason this research uses a non-stochastic sampling method such that suitable individuals can be selected who provide robust information related to events applicable to this research (Patton, 1990).

The primary person selected for this interview, coach has served 4 years as a full time university baseball coach. As a player he represented Japan in the US-Japan baseball series and still holds outstanding records in the university baseball world. Thereafter he went to work in a corporation while also serving as a volunteer for 10 years as a university baseball umpire. Currently he is in his 4th year as a first time head coach at his alma mater. He has accepted the challenge of team building with his players and actually has created two positions for student coaches. It can thus be said that for the theme of this research, namely team flow in university sport, the ideal environment is in place for exploring the narrative.

Context: K University Baseball Team 2006-2009

The 2009 K University baseball team was able to achieve extremely high performance under coach in his fourth year. The large majority of players were able to

understand their respective roles and there was a winning atmosphere on the team. Coach in his fourth year at the helm was also able to coach with confidence and conviction. Both players and staff went about their baseball activities with pleasure in accordance with their respective roles characterized above all else by a team spirit that exuded an abundance of energy and vitality. Compared to 2006 when I (the researcher) first began my association with the K University baseball team as a mental advisor, it felt like the quality of the players experience had improved. It was at this time as well on the K University baseball team that both individual play and team play reached a high level of performance, with team flow extending for long periods of time both in game and practice situations. In this study narrative research was conducted with coach to investigate this team flow. In the K University baseball team example, not only was coach able to grow as a leader but the team was able to grow as well. It is also worth noting that the impact a coach has on his or her team is huge in Japanese University sports. The large impact that the presence of the coach has on the team flow state and the ways in which it is generated is the focus of this narrative research.

Procedures

Following IRB approval of the research, the primary participant, coach, was informed of the nature of the investigation and asked to participate by phone. It was stressed that all participation was voluntary and all data would be kept confidential. Interview times were scheduled with the college baseball coach who agreed to participate. In addition, the coach read and signed the informed consent form (Appendix A). The participant also was informed that he could withdraw from participation in the

study at any time for any reason.

Interviews were conducted with coach in the winter of 2011 in long relaxed sessions in a quiet private room using a semi-structured approach. According to Crossley (2000), the adoption of a semi-structured interview style within the life story can provide impetus to the opening of doors to the psychological and social world of the respondent. An interview guide was created for this purpose. The interview guide functions as the framework for the interviewer to know what to ask at the time and what to try to understand. However, this interview guide was just one tool in trying to draw conversation from the respondent. As indicated by Smith (1995), to draw out the intention of the respondent the direction of the interview or order of questioning can be changed and if the interviewer feels it is important, questions can also be asked freely without any protocol. It is also possible to utilize the interview guide to steer the interview towards the topics that should be discussed (Flick, 2002).

The initial life story interview was based on a single request: Tell me the story of your life as a college baseball team coach. The interviews consisted of questions related to: (a) background information, (b) what the coach thought of the team at the end of 2009, (c) what was different in comparison to the 2006 team, (d) what type of episodes did each of the teams have, and (e) what kind of team would be your ideal team? The life story interview was conducted over two 120-minute sessions. During these interview sessions coach spoke naturally for 4 hours in review of his life. The majority of this entailed what transpired sequentially in each year. At several points toward the end of the interview the researcher inquired about the differences with his first team and

whether there were specific episodes. These two questions were asked 5 or 6 times.

A separate follow-up interview was carried out 3 weeks after the life story interview was conducted. The follow-up interview was conducted once for a period of 120 minutes. What became clear in the first life story interview was the key difference between coach's last team and his other teams. This key point was the change in coach's philosophy from a Win and Loss (WL) approach to a Successful Result (SR) approach and it became apparent that this was an appropriate episode for a follow-up interview in order to have him speak in detail about the specifics of this. In the follow-up interview the specific episode was clarified regarding the specific coaching differences such as the kind of influence absorbed by the players and the differences in the evaluation standards of players that resulted from the change in coach from a WL to SR philosophy. In addition, in order to hear him talk about his ideal team, he was asked what kind of team he would want if he could coach them one more time and whether he would use the same team building approach.

All interviews were tape-recorded and later transcribed verbatim. The coach was provided a copy of the transcription and then given the opportunity to make corrections, delete unwanted comments or to clarify any points. The transcript was read and comments were received from coach regarding the contents noted from the interview.

Analysis

Once interviewing was complete the researcher listened to the recorded tape multiple times. Notes were taken on points of realization and impressions felt. This type of posture is important for ensuring reflectivity and it is important that it be maintained

constantly during the course of analysis (Maykut & Morehouse, 1994). In turn, all tape-recorded interviews were transcribed verbatim. Furthermore, because there was a strong connection between the experience of the person speaking and the context of the interview, transcription allowed for monitoring to stay on topic and made it possible to discover connections with other textual subject matter. It should also be noted that repeated reading of the text can also lead to modifications in the research questions.

In reference to the interview flow, each transcript was read over repeatedly until overall familiarity was gained and the intertextuality and major themes of the interview were grasped. Thereafter analysis was based on the constructivist grounded theory advocated by Charmaz (2006). The objective of using a constructivist approach was to clarify the extent to which latent unconscious principles and standards regulate tangible behaviors (Flick, 2002). In this research the university baseball team was tied closely to a specific locality and it was there that the social phenomena of team flow was manifested and there that the deeper cultural and social values would be pursued. For this analysis a structural constructivist approach was used to bring clarity to the social and cultural structure of shared meaning upon which these viewpoints and behaviors depend.

Open coding, axial coding, and selective coding procedures were used for the compiled narrative data. Open coding was used to segment the data and attach labels to the respective segments. In turn labels then were replaced on a chapter by chapter basis with general concepts expressing the meaning of those labels. Axial coding then was used to associate the category and sub-category relationships by property and dimension.

At this stage the important point was to take the categories created as a result of the open coding and select those categories that should be analyzed further in order to clarify the relationships between categories. Finally, selective coding was used to take the bonded categories associated by property and dimension and from that to then create a conceptual model. What is important here is to summarize the various categories that have been formed and control the integrated core categories. In addition to clearly classifying categories, these procedures provide various ways of handling the narrative data, and as pointed out by Flick (2002), the research analyst can flip back and forth between these procedures using them at the same time. As a last step the connected data were summarized and analyzed for continuous comparison. This was repeated until the core categories were theoretically saturated.

Finally, two researchers reviewed the research reflections and interpretations. One reviewer is a health management expert currently doing research in a university and the other is a physical education coaching specialist and expert in qualitative research. I gave an explanation of this research to these research colleagues so that they could check for any problem points in the research that I may not have recognized and to verify the validity of my interpretation. They were able to point out several things. The first had to do with the narrative data within the life story interview. Because the narrative data is itself the critical element, it was recommended that these data be left raw and unedited, including the nuance. However, by using the raw unedited narrative there are many expressions particular to coach that are difficult to understand so these points were explained. In addition, for things requiring a more detailed explanation, the researcher's

field notes were used for added elaboration. Finally, because of the importance to this research of conveying the differences between WL and SR in easy to understand terms, these modes of thinking were also diagramed.

CHAPTER IV

TEAM FLOW: OVERVIEW AND RESEARCHER PERSPECTIVE

Before presenting the main findings from the narrative interview in the following chapters, this chapter presents the researcher's understanding of team flow based on the scholarly literature and the researcher's own experiences. The first section describes team flow, related constructs, and the role of the coach to provide background for the findings. The next section is the researcher's narrative, including his experiences and field notes taken while working with the team prior to this study. This narrative helps explain the researcher's relationship to the coach and the team, and his standpoint for presenting the findings.

What is Team Flow?

Team flow starts with the desire to create a team with a winning tradition. In the realm of team sports a vast amount of time and energy has been invested by innumerable people in the quest to attain such a status. However, in this harsh world of competition there have truly been only a very limited number of teams to have actually achieved a longstanding tradition of winning.

A winning team keeps on winning by having every team member including coaches, players, and supporting staff all working in solidarity toward victory. A critical first step is for each and every action of the team to be linked to victory not only within a game setting but in daily practice routines as well. In other words, it might be said that a

winning team is one that selects and sustains behaviors that are critical for team victory. This flow state has been defined by Csikszentmihalyi (1990) as “the state in which people are so involved in an activity that nothing else seems to matter (p.4).” It is by searching for harmony between one’s personal objectives and those of others and by finding pleasure in focusing attention on the objectives of others, that friendships can be created (Csikszentmihalyi, 1997). From these relationships come many new emotional and intellectual stimuli, as well as the challenge of new activities and adventures and the mutual development of new attitudes, thinking, and values that together allow the flow state to be created and sustained (Csikszentmihalyi, 1997). On a winning team the objectives of each player and the team are clear, the issues being challenged and the state in which players find themselves are manifested in a multitude of different situations not just in competitive settings but also in the daily routines of the team, and the amount of time spent immersed in these behaviors is long. It is a team in such a state that can be referred to as a team in the ‘team flow’ state. A team that is able to sustain this team flow state is also one that can very likely grow into a team with a winning tradition.

In the world of team sports, finding and acting upon what is important for winning as well as stressing the importance of winning itself are indeed already understood by the vast majority of people. However, it is also true that there is currently no in-depth guidance into the process of what to do or the way of thinking and behaving to attain this state. Whether in the present or in years gone by, the scene in team sports has typically been of the coach giving the players a loud pep talk about what is important to think and do for the team to go out and achieve victory. In most cases this has been the

extent of coaching from start to finish. From the viewpoint of the players who receive such pep talks, despite whatever efforts to stress what is important to win, in actuality they tend to act without really understanding what it is they need to work on or what points of emphasis they need to focus on in their pursuit of winning. However, we have long thought that the team flow state is inevitably the culmination of a long hard struggle.

Focus on Successful Result (SR) for Team Flow

The key to team flow is an ongoing thought process tracing back over the course of events. In the realm of competitive sports, winning is unquestionably an important goal that ought to be achieved. Indeed there are various approaches used in the pursuit of victory. In the case of a win-oriented coach, players view winning as the most important thing, which in turn results in players becoming self-centered (Burton & Raedeke, 2008). Within such a team, one's teammates become rival competitors and players stop taking interest in the development of their teammates and what they can do for each other. Instead they focus only on what others will do for them. While it is critical for a team to share and move toward a common goal, it is not necessarily true that a team with a win-oriented approach can actually achieve this objective of winning.

Burton and Raedeke (2008) proposes that coaches have two styles of thinking, an excellence-centered philosophy and a win-centered philosophy. An excellence-centered philosophy is founded on the success of player development and it is this success that leads to winning. The win-centered philosophy determines success simply by wins and losses. Priority is given to victory in the short run rather than the long term development of players. Each coach will find his or her own philosophy and way of

thinking lies somewhere along this continuum between the two philosophies.

Those teams with the ability to obtain a team flow state employ a way of thinking that is different from a win-centered philosophy. In the case of this so-called win-centered philosophy, actions are taken and the standard upon which self-appraisal is based is determined solely by whether the team wins. Winning includes objectives like championships and being #1 in Japan, but it is all about the result and in terms of this result, it may either end in a victory or in a loss. In other words, when results (wins or losses) are the evaluative standard considered and thereby acted upon, players have a difficult time understanding because the standard includes aspects that are beyond the control of each player. This standard is not very useful because actions and behavior should be constructed from what is without the control of the player.

On the other hand, a team in the team flow state practices an excellence-centered philosophy premised on doing everything to maximize use of everyone's potential ability, which is the Successful Result or "SR" that may in turn lead to a team victory. Of course such a team pursues victory and championship results analogous to a team with a win-centered philosophy, but the standard of the team's actions is not driven by this result per se. Ultimately realizing such a result is appropriate but the driving force becomes a Successful Result (SR) that is controllable by all.

In this way the desired result is kept in mind and the team is able to trace back to its SR as the standard. The team is able to continue to incorporate the necessary actions pursuant to the team goal of winning thereby allowing it to attain the team flow state, or at least so we believe. By building the coaches and players thinking, actions, and tactics

from an excellence-centered philosophy with the SR standard as the foundation, it is thought the struggle to achieve the team flow state can be successful.

Coach Influence

In terms of attaining the team flow state, there are very few teams where players can initially reach this state naturally on their own. In most cases the largest influence exerted on how players direct their actions comes from the coach who is the team leader and person responsible for player positioning and promotion. The coach's way of thinking has a significant impact on player actions. It can be said then that the coach is the key person with the most influence on guiding players toward the team flow state.

Researcher's Narrative

As the researcher of this project, my past experience as a player on a university baseball team allowed me to gain access and penetrate the team relatively quickly, and also made it easy to understand the culture. In addition, because I was able to secure a position as the mental advisor to the team, my status as a participant observer afforded an advantageous position to conduct this research. Synergy was realized from my experience both as a former player and as a sport psychology practitioner, which proved useful in gaining a deeper understanding of the coach's narrative. In the following section, the researcher answers the inquiry "Tell me the story of your life as a college baseball team mental advisor." This self-interview was conducted after the coach's follow up interview. The researcher taped his own responses and transcribed verbatim. The following quotes came from the transcript. The contents include background information for illustrative purposes, information regarding the relationship with the coach as well as the

researcher's perspective on this research.

As expected I guess, I see baseball from a player's way of thinking, seems like it makes it easy to understand the coach's expectations. I was in that world for such a long time...But this world as an observer is different from the player's perspective for sure. It does seem it was easy to get embedded in the peculiar culture of the baseball club culture and the atmosphere surrounding it. So there was definitely an advantage as far as getting close to and associating with the players.

やっぱり、野球だと選手の考えていることだとか、コーチの想いとか解りやすいかな。自分がずっとその世界にいたから・・・でも見える世界は選手のころとはやっぱり違うよ。でもベースボールクラブ特有の文化とか、雰囲気には溶け込みやすかったね。だから選手も近寄りやすかったという有利な面はあったね。

As for player-related matters it was tough. Uh huh, from a technical level I don't think they were bad. The members set to play in games were introduced early but they seemed to be anxious for too long...They were unpleasant after a mistake...If the coach came unglued they might be taken out...It was having to think about things like that all the time.

選手のころはだめだったな。うん、技術的には悪くなかったと思うよ。早い時期に試合をするメンバーに入ったけど、ずっと怖がってたな・・・ミスするの嫌だし・・・、コーチに解られたらメンバー外されるかもって・・・、そんなことばかり考えてたな。

From the position and viewpoint of a staff member some things were obvious.

スタッフの立場に立つと、見え見えだね。

When I was a player I never really caught the eye of the coach and I should confess that I feel like I should have tried harder.

自分が選手時代にコーチの目なんか気にせずに、自分をさらけ出して、もっと頑張った方が良かったんじゃないかって思うよ。

My own mental toughness as a player was weak and my sense of accomplishment at that time suffered as a result, so much so that I made a career change to become a sports psychologist. Thus, I hold a strong desire to support the players, and this is what made the current 4 years of research possible.

So I really wanted to help raise the performance of the players. Give my all to the team. I was asked why I understand what they were going through. Well sure I understand, back in the day I was in the same place as these kids are now. And now I am in the position as the team's mental advisor...I spent the most time with coach but I did spend quite a bit of time with the players too. In my work with them it was my intention to be helpful to them if even a little.

だからそういう選手の力になってあげたかったんだよね。一杯いたよチームに。なんでわかるんですかって言われた。そりゃわかるよ、その子たちは当時の僕自身だからね。チームのメンタルアドバイザーという立場だったから、コーチと過ごす時間が一番長かったけど、選手ともずいぶん時間を過ごしたな。少しでも彼らの助けになればらと思って仕事してた。

That was perhaps the impetus for taking the sport psychology career path. Embarking down this path at 40 I really did think about whether this was a good idea. But there was something I had left behind in the sports world. Or should I say I had unfinished business still to attend to...

それがきっかけでスポーツ心理の道へ進んだかもしれないな。働き出して40前になって、このままでいいのかなって考えてた。なんかスポーツの世界においてきちゃったものあるんだよね。やりつくせなかったって言うか・・・。

The decision to proceed in sport psychology was in part fueled by a desire from my days as a player.

スポーツ心理っていう選択には、自分の選手時代の想いの部分があるね。

Coach and Researcher Relationship

As a player coach had an incredible record and consequently there is an atmosphere to this day that engenders wanting to associate with him. However, in his actual associations with the staff, coach is a completely different person. He exemplifies a leader that can be consulted about various matters in an ordinary way. Once I came to understand this we were able to shorten the distance between us.

As a player, coach was really top class. While I knew this about his status as an active player I still used to wonder why this guy was so cocky... But in speaking with him in a coach to staff relationship there were many surprising things that came to light. I actually uncovered a surprising number of dislikes. Coach, he actually stresses over this kind of thing. You would really think he had no worries but it might have been everyone wanting to get close and associate with him.

選手としてはコーチは超一流だからね。現役のころも知っているけど、なんでこいついつも強気なのかなって思っていた・・・。でもコーチとスタッフの関係で話をするとびっくりすることもあるよ。いやむしろびっくりすることが多いくらいかな。Aもこんなことに悩むんだってね。ほんと悩みなんかない感じで、ちょっとみんなは近寄りがたかったかもしれないな。

As the mental advisor I was recognized as a member of the team and once mutual understanding began to take root I became deeply engrossed in the team. As a researcher I was not an outsider but rather a colleague headed together with them toward the same purpose. Accordingly, I had discussions about the team with the coach and was also on hand for games. It was a very natural situation where I was present for discussions between coach and players. With the mutual sharing of these experiences I was able to penetrate deeper in terms of the content of the research interviews.

Once we understood each other and I became a member of the team there was no holding back. I was utilized more and more... That was a good thing but, well if I think about it now, at the time I guess I was holding back in a sense, seems like a lot of the time I spoke indirectly and cautiously. We were in school at the same time and were both baseball players just that he was really something else as a player... I think it was from about the second year if I recall, he realized we were heading in the same direction. From there we were in the same boat and he consulted me on just about everything. Things like team building and player development...

お互いに理解してチームの一員になってからは、遠慮ないよね。どんどん利用された・・・それが良かったけど、うん、でも思い出すと当初は遠慮してたって言うか、オブラートに包んで話してたことも多かったかな。同年代だしもともと同じ野球の選手でもあるし、特に選手としてはすごかったし・・・。2年目くらいからかな、一緒の方向で向かってるなってわかってくれたの。それからは同じ船に乗って、何でもかんでも相談されたかな。チーム作りとか、選手の成長についてという部分で・・・。

University Baseball in Japan

The environment surrounding university baseball in Japan is in the midst of considerable change. In the days when coach and myself were playing, entrance into university in most cases was determined through scholastic testing only. This meant that for schools such as K University with high academic level standards, entrance was very difficult for many talented athletes. In recent years the entrance system has become diversified such that things other than academic standing can be used in evaluating potential entrants. This has resulted in teams being comprised of players with a wide range of reasons for playing sports in school. It is also thought that the Japanese education system has inevitably had an impact on players as well.

Actually the coach too once he was back on the inside felt like things had changed since his playing days. In our day there was the Japanese university

entrance exam system... While it still exists to this day... Each university creates its own unique entrance exam test questions and determines entrance based on a good level score. So to be honest in those days a player who actively participated in sports in high school would have a difficult time taking the K University entrance exam. But now there is the AO system so there is a mix of players from those who became famous in their high school career... to those from prefectural academic oriented schools. As a result the spirit and disposition of players also tends to be quite different. There are those who will graduate and then turn pro as well as those who are awestruck saying they have never played in front of so many spectators. In addition there has been one major change in the Japanese educational system... Yep, compared to our time there are a lot more players who respond negatively to competition. They are sports oriented or so you would think but in reality... To give you an example in our day if there wasn't enough practice time and a bench player tried to get more batting practice than us we would have been pissed... But now starting members say please give more time to the bench players. Not a bad thing for sure but very different I do believe.

コーチも実際、中に入ってみると自分の現役時代とは違うって感じたんじゃないかな。僕たちの時は、日本独特の大学入試制度があって・・・、今もあるんだけど・・・、各大学が独自の入学試験問題を作成して、その点数の良い順に入学が決まる。だから、正直言って当時スポーツで高校時代に活躍した選手がK大学の入学試験を受かるのは難しかったんだよね。だけど今はAO制度とかあるから、結構高校時代に有名だった選手と・・・県立の学力優秀な学校からきている選手が混在している。だから、選手の気質も違うよね。俺は卒業とともにプロに行きますなんてのもいるし、一方でこんな観客の前で野球やったことないなんて云う選手もいるわけ。また、日本の教育制度も大きな変化があって・・・、そうだな、僕らのころに比べると競争ということにネガティブな反応を示す選手も多いかな。体育会なのに・・・と思うけどそれが事実だったね。例をあげれば僕らの時代は、練習時間が足りないとメンバー外の選手がもっと俺たちにもバッティングさせろって怒っていたけど・・・、今はレギュラーの選手がメンバー外の選手にももっと時間を割いてあげてください・・・なんて。悪いことではないけどずいぶん変わったなって思ったね。

The role of the coach in Japan is huge in terms of team dynamics. Depending on the coach, there can be a significant swing in the atmosphere surrounding the team. In the world of a Japanese baseball team there are few situations where the player can speak

frankly to the coach. The players treat the coach as superior, and as such the occasions where the players are receiving instructions from the coach will far outweigh the number of times a player will actually talk to the coach. Players must sense through words and conduct what the coach is currently thinking. As a result players are always paying close attention to the coach.

There is no doubt the impact of the coach is huge. In particular in Japan, unlike in America where coach and players can frankly discuss about anything, the atmosphere is different. But it has changed a lot since the days when we were playing. Still it seems like the players are always searching for what the coach is thinking. Searching from the coach's actions and speech.

やっぱりコーチの影響は大きいよね。特に日本ではアメリカのようにコーチと選手がなんでもフランクに話せる雰囲気ではないからね。まだ、僕たちが学生時代よりは変わってきたかな。だけど、やっぱり選手はコーチが何考えてるんだらうって探っている感じだよね。コーチの行動や発言から。

Team Transformation

Team flow. From the time of coach's arrival on the K University baseball team in 2006 progress was steadily made. In particular the team experienced a significant change in his last year in 2009. The players understood their roles and acted independently using their own judgments without the coach having to constantly instruct them. The players attained mutual understanding with one another and covered their miscues spontaneously. Because the team understood what they were supposed to do they were able to take what occurred one event at a time without the up and down swings of joy and sorrow. Along the way a key point in reaching this state was the ability of the coach to establish his own philosophy and communicate it to the players.

There is definitely a condition of team flow. For a team to be able to exhibit peak performance it is not simply about tactics and skill alone in my opinion. The direction matches the team pursuit which is not just something like becoming the champion but is about attitude and a common value system...And everybody has to feel it. During a game it is like yeah with this guy he is going to do this for us, isn't he...It is not just about winning or losing... Things like everyone saying the same thing in a certain situation, or a certain attitude in how the game is played. It is about everyone being lively in their own unique way in practices and everyday life and holding each other in high esteem... One of the players said it...I want to be right here for a long while...It is a really enormous team effort but...Everyone had that feeling if even just a little.

チームフローっていう状態は確かにあるんだよね。チームがピークパフォーマンスを出すのは単純に戦略や技術だけではないと思う。チームで求めることの方向性が一致して、それは単にチャンピオンになるってことではなく、そこに至る姿勢とかみんなの共通の価値観とか・・・そこでみんなが感じるんだよね。試合中もあいつならこういうことやってくれるよね・・・、単なる勝ち負けではなく・・・そこでみんなに言ってくれる声とか、プレーの姿勢とか。練習や普段の生活でもそれぞれが自分らしく生き生きと、お互いに尊重しながら・・・。ある選手がいてったよね・・・俺ずっとここにいたいって・・・。すごく大変なチームの仕事やってたんだけど・・・。みんなそういう感じを多少なりとっ持っていたね。

Confusion at team startup. In the beginning not even coach was a leader in guiding the club toward a team flow. Instead at the start the coach was lost in the depth of experience and had many worries.

At the start of his tenure in 2006 it was a time of trial and error for coach himself. It was his first experience as a coach and was based off his experience as a player...He wanted to teach good baseball.

2006年の就任当初はA監督自身も試行錯誤だったよね。でもしょうがないかな。初めての監督経験で自分の選手時代の経験に基づいて・・・いい野球を教えようって思っていたかな。

For those players on the team for his 4-year tenure, they too felt the coach had changed and spent time trying to probe him out to see what kind of things the coach would do.

チームで選手も4年間やっていたコーチが変わったので、このコーチは
どうということしてくれるのかな・・・みたいな、探り合っていたよね。

Team innovation. During his second year in 2007 coach launched a team innovation plan. However, those players who had experience in the former way of doing things on the team were slow to get on board. Instead there was lots of dissatisfaction voiced about the new system and the shift to action was largely unsuccessful.

From about the year 2007 there were several changes made in the “practice methods”, “practice configuration”, and the “system”. The team objective of “building an organization for a winning tradition” was settled on and for this purpose it was felt that significant innovation was needed across the board in areas such as the “practice content”, “attitude to be striven for”, and “the way the organization needed to be.” In the beginning there was some confusion with nearly all the members of the club. This confusion soon turned into “dissatisfaction (animosity).” Yes there was a lot of dissatisfaction with the new initiatives at the start. One of the reasons for this was that the intentions of these initiatives were not communicated to the players. It also felt like the players were not prepared and did not have the resolve for the unavoidable “severity” and “pain” involved in this player transformation process. Despite moving toward a significant objective there was no accompanying action... They still hadn’t gotten serious about it yet.

2007年くらいにから「練習方法」、「練習形態」、「システム」などいくつかのことを変えた。チームには「勝ち続ける組織をつくる」というチームの目標ができて来て、それには「練習内容」、「取り組む姿勢」、「組織としてのあり方」など全体的に大幅な変革が必要だと感じていたためだ。はじめは部員のほとんどが戸惑っていた。その戸惑いはすぐに、「不満（反感）」へと変わっていった。最初は新しい取り組みに不満が多かったね。原因は一つには取り組みの意図が選手に伝わっていなかった。そして、選手にも変わるためには避けて通れない「厳しいこと」や「苦しいこと」に向かっていく覚悟が決まっていなかったと思うな。大きな目標に向かおうとしているのに、行動が伴わないっていうか・・・

本気にまだなっていなかったね。

Among the players around this time in 2007, there were those who stood in opposition to the new initiatives in terms of what was in it for them...First and foremost it was whether they got to play in the games or not...As for the players who did not take action...There were mix-ups with each of the different players and there were all sorts of discord within the team.

この2007年ころから選手の中でも、新しいことに立ち向かっていこうとするもの、立ち向かうんだけど、自分の利益・・・試合に出られるかどうかが一番だね・・・に反して行動は取らない選手・・・どこか他人ごとの選手が混在していて、チーム内でも色々と葛藤していたよね。

Coach transformation and growth. In trying to carry out innovation within the team at the start of his tenure the intention of this innovation was left largely unexplained to the players, and thus the shift in their actions did not take place. There was probably also a problem with some of the players who were just not getting serious about it. Not until coach himself began to change did this transformation start to take place. Indeed, the biggest transformation was in the coach's thinking and from this the accompanying establishment of his own philosophy. As a result of this the method and content of communication with the players did in fact change.

I think it was from about 2008 that I actually began to feel like coach had changed...In 2007 he knew in his mind what he wanted to do but it felt like there was a mismatch between his speech and behavior which confused the players. In 2007 the student staff really gave it their all. It could even be said that they built the team foundation that embodied the ability to reach a team flow. Coach also understood this but just didn't know what to do...Gotta win...It was that period. In actuality they were one step away from the championship that year.

実際コーチが変わってきたなと感じたのは2008年からかな・・・。
2007年の時も頭ではこうしようと思っていたんだろうけど、言動不

一致っていう感じが出ていて、選手は戸惑っていたよね。本当に2007年の学生スタッフはがんばったよ。彼らがチームフローを体現できるチームの基礎を作ったといってもいいかもしれない。コーチも分かっているんだけどどうしたらよいか……。勝たなきゃ……。という時期だね。実際この年に優勝の一步手前までいったからね。

It was like all the players didn't really see that in coach either in the beginning. But coach changed. In the beginning he said this and that to the players about results and the players pulled back a little. But he came up with a philosophy himself and then the approach toward the team changed. Individual conversations with players increased, in fact it felt like he was constantly talking. Talk wasn't about the hit or the stop but about why that play... Overwhelmingly it was about things like evaluate yourself here or its important to try using your own attitude. With the coach having such a big impact on players in Japan, this firmly set into motion a transformation in the team.

コーチにも選手みんな最初はそんな感じじゃなかったかな。だけどコーチ変わったよね。最初は選手に結果でどうこう言っていて、ちょっと選手も委縮していたかな。だけど、自分自身で哲学が出来あがって、チームへのアプローチが変わったよね。個人に話す機会増えたし、逆にしょっちゅうしゃべっている感じもあったね。打てたとか、抑えたかの話じゃなくて、なんであのプレーしたか……。自分はここを評価している、個の姿勢でやってみることが大事だよな、みたいな話が圧倒的に多くなってきた。もともと、日本ではコーチの選手への影響は大きいから、これでぐっとチームが変わってきたよね。

So each of the individual players committed to the objectives with resolve, built up the team value system together with coach and based on this created a way of playing together with the coach through trial and error. Accordingly, the number of players who remained obsessed with things like their individual stats or their batting form began to drop significantly.

だから個々の選手も、目標に対する覚悟が決まり、コーチとともにチームの価値観を醸成し、それに基づくやり方を自分たちでコーチと一緒に試行錯誤してきたね。だから別に急に個人の成績やバッティングフォームなどの形にこだわる選手がとて少なくなってきた。

Establishment of their own value system within the team. A change in coach's communication style occurred and he began to convey his value system based on his own philosophy to the players. As a result, changes became evident even in players whose actions had initially remained unchanged. What was most remarkable was the way the consciousness of the players began to transform. For example, what was enjoyment for the players in 2006 was being able to play baseball however they wanted. However, for the 2009 players, having enjoyment involved joint activities where the team was moving toward a common objective including even the difficult and severe actions involved in the midst of team building.

For coach in the year of 2009, with the aim of being number 1 in Japan there was a jovial atmosphere in the air surrounding the team as it played baseball. It was not an heroic feeling. At the start of his tenure there was definitely a “do whatever it takes” kind of heroic individualistic focus on the game that hung in the air...Especially with the coach...So this naturally projected onto the players as a matter of course. In the end coach in the locker room just before the game would say something like I am nervous today so I might miss giving a sign or something. The atmosphere on the bench was also completely different.

コーチの集大成である2009年は、チーム内に野球で日本一を目指すことが楽しいという雰囲気があったよ。悲壮感なんかじゃないんだよ。確かに就任当初は何が何でも、この試合にかける的な悲壮感が漂ってしまう・・・、特にコーチに・・・、だから選手もおのずとね。最後なんかコーチは試合前にロッカーで俺は今日緊張してるからサイン出すのミスするかもよなんて言ってたからね。もうベンチの雰囲気はまるで違う。

In terms of enjoyment things have changed... Within the team that is. In the beginning there might have been some superficial platitudes about having fun playing baseball but in the end after expounding on various circumstances, number 1 in Japan did not happen. It was getting them to recognize the severity of this far from ordinary goal of being number 1 in Japan and challenging to reach it, that allowed them to learn the enjoyment of devoting full power toward

it day after day. My impression was also that it was when a philosophy emerged from coach that the players began to embrace this philosophy as tradition.

楽しむという意味が変わってきたね・・・チーム内で。最初は表面的な楽しく野球やりたかったかもしれないけど最後のころは、いろいろ環境を言い訳にしていたら日本一になれないし、日本一になることは並大抵のことではないという厳しさに気づいた上で、チャレンジすること、日々全力を尽くすことに楽しさを覚えていた。コーチも自身の哲学みたいのが出来あがってきて、選手にはその哲学を伝えていたっていう印象だな。

Players demonstrating the fruits of feeling at ease. For the 2009 team that coach had compiled over 4 years of building, it could finally be said that this team experienced the team flow state. Within this team there was a sufficient amount of honest communication between coach and players combined with optimal preparations laid out with care. There were agonizing things to overcome during this preparation, but this was combined with fun things as well. The result of all this was the increasingly frequent remark that “for some reason I don’t feel like we are going to lose.” This was not mere arrogance. Rather, it was a feeling of being able to carry forward and demonstrate their strength, because of the team they had built and the game-tested system for winning they had learned. Furthermore, this team was relaxed and capable of skillful attacking with all their strength. The players and coach together had repeatedly achieved successful experiences both in practices and games.

The players at this time would say let’s pour our full power day after day into becoming number 1 in Japan. These fellows did just that and by carrying out the optimal preparations they did in fact become the best in Japan. These guys thought their way of playing was the best and they felt like they just wanted to go out and prove it. A large number of the players would say “it doesn’t feel like we will lose a game.” They understood the coach’s philosophy, they were in

agreement with it, and gradually came to understand it more and more... So the change in atmosphere surrounding the team after a win or loss in each game, this turmoil just died. They all just felt they would win in the end. As a result of this thinking then, they just came together in mutual understanding... Fellow teammates, coach and players, all focused on giving the next play their all, with players on the field playing relaxed and with excitement.

この時期選手が言っていたのは、日本一になるために日々全力を注ぎ、最高の準備を行ってきた俺たちが日本一だ。俺たちのやり方が最高だと考えていてそれを証明するだけだなんて気持ちになっていたみたいだ。「試合では負ける気がしない」なんて言っていた選手も多かったな。コーチの哲学が理解できて、自分たちも納得して、それを徐々に理解してきて・・・だから、一戦ごとの勝った負けたでチームの雰囲気が変わったり、動揺してしまうことは亡くなってしまったね。みんな、最終的には自分たちが勝つと思っていたと思うよ。その為に、こういう考えでいようよっていうところでお互いに理解し合っていたので・・・選手同士も、コーチと選手もね、だからワンプレーに対する思い切りがうまれ、フィールドで選手ものびのび楽しそうにプレーしていたね。

So, with this power to influence, what is it that the coach can do to guide a team with an excellence-centered philosophy and SR standard toward this team flow state? The following chapters clarify the team characteristics (chapter V) and guiding process whereby the team flow state was realized (chapter VI) for a Japanese University baseball team. These findings are based on the life story interviews with coach as well as field notes taken over the course of 4 years (2006-2009) while the researcher was employed by this team as a mental advisor.

Coach, Researcher and Team Context

The following section provides background information and context for this study. The first section outlines the coach's role from 2006 to 2009. The next section describes the researcher's role as mental advisor over that same time, and the final section lists the

team's win-loss record and player numbers over that time.

Coach Role

2006

This was the first year of coaching for this coach. The players too were in a state of wondering what kind of coach the coaching change would bring. The coach came in with a strong feeling that a university coach must win. In other words, his thinking was based on a win-centered philosophy. Furthermore, he carried out very thorough skill and technique training. There was a slogan raised to convey the coach's thinking to the players. However, the communication was one way in nature from the coach.

2007

Welcoming in his second year as coach he sought to have the team become more immersed in his thinking. He created a manual for this purpose that thoroughly covered the slogan which he sought to convey through the student coaches. However, because he still did not fully trust the student coaches he fell into the trap of micro-managing this and that.

2008

This was perhaps the turning point for the coach. In this year he was unable to utilize the student staff as he had in 2007 and set about team building himself. He was also able to understand what kind of baseball he wanted to play from his two years of experience coaching. In various situations the coach sought to develop and cultivate his players through trial and error. However, his philosophy still remained a win-centered philosophy so in the face of a loss in a big game he had the team do batting swing

practice in the middle of the night.

2009

At this time he changed his coaching philosophy to an excellence-centered philosophy. Perhaps one of the big reasons for this change was the holding of spring training camp in the United States that year. The coach gave many instructions to the players on how to play good baseball, but it was from this time that he began to feel that it was his job to create an environment whereby players could demonstrate their capabilities. Swings back and forth based on the outcome of a game ceased at this time as well. It became easier for the players to understand the background behind why the coach would give the advice he did. Once this happened, situations where a player would initiate a conversation with the coach became a frequent occurrence. Things changed to a two-way communication style. Player evaluations went from being merely based on results to one of the team playing with 100% effort. In this way the change in philosophy became clear in things like communication and player utilization. The coach himself felt it was the establishment of a new coaching philosophy more so than a change in philosophy. Also, in observing the players, because the standard was no longer results based they moved freely on the field in relaxed fashion.

Researcher Role on the Team as Mental Advisor

2006

In this year there were many firsts for the team. It was the first year after a coaching change. It was also the first year for the team to have a mental advisor. For myself it felt like it was important to first get to know the team and begin to fit in. For

this purpose when things were being conducted on the field I would walk around on the field and carry out small talk with the players. In addition, once a month I would conduct a presentation on sports psychology. In regard to the coach I did the same thing. I would primarily listen to him talk in his office about things that occurred on the field and in the games.

2007

There was a request from the coach for me to take a more assertive role on the team as the mental advisor. In response to this request from this year forward I began to hold group sessions with the student coaches. Meetings were held with them weekly where I listened to their knowledge about team occurrences and gave them advice. More than just listening to the coach I also gave advice on various matters as desired. At this point I spoke with the coach about matters related to things like sports psychology and specific cases in the United States.

2008

In this year the amount of time I spent talking to the players and talking to the coach reversed itself. Because the coach was busy at this time working on team building at all levels it was important to give him a lot of advice so we would speak in his office 2 or 3 times a week. In terms of the content of our discussions, he began to seek advice on more specific occurrences within the team.

2009

The coach became even more involved with team building than in the previous year and thus the coach's philosophy grew more solid as well. The coach reached the

decision to travel to the US in the spring. All of the things discussed with the coach about teams in the US were thus to be seen up close and personal. In this year I conducted individual meetings with the coach, group sessions with the student staff, and made presentations to the players such that I became involved with the team about 5 days a week.

Team Win/Loss Record and Number of Players

2006

Team members: Total 140 players, (40 Freshmen, 22 Sophomores, 37 Juniors, and 41 Seniors)

Spring: 7 Wins 5 Losses 1 Tie Finished 3rd

Fall: 7 Wins 5 Losses Finished 3rd

2007

Team members: Total 129 players, (35 Freshmen, 39 Sophomores, 20 Juniors, and 35 Seniors)

Spring: 7 Wins 4 Losses Finished 3rd

Fall: 7 Wins 5 Losses 2 Ties Finished 3rd

2008

Team members: Total 133 players, (42 Freshmen, 33 Sophomores, 38 Juniors, and 20 Seniors)

Spring: 7 Wins 5 Losses 1 Tie Finished 3rd

Fall: 7 Wins 5 Losses Finished 2nd

2009

Team members: Total 160 players, (49 Freshmen, 39 Sophomores, 34 Juniors, and 38 Seniors)

Spring: 4 Wins 7 Losses Finished 4th

Fall: 8 Wins 4 Losses Finished 2nd

2010

Spring: 9 Wins 4 Losses Finished 1st

The Japanese university baseball season has conference games in the spring and fall.

The 2010 season record is also noted as a reference because the core members of this

team were players cultivated by the coach.

CHAPTER V

CHARACTERISTICS OF A TEAM IN TEAM FLOW

Analysis of the coach life story interview, along with the field notes, identified five characteristics of a team in flow. This chapter presents the findings related to each of these five characteristics: deep understanding of successful result (SR), successful results realized through a regular routine, players perform with a feeling of ease in a self-directed manner, players understand what they need to do, and bond of trust between players and coach all quotes presented in this chapter are taken from the coach's life story interview. The field notes were made by the researcher.

Characteristic 1: Deep Understanding of Successful Result (SR)

The notion of developing players with the ability to select and sustain the necessary actions to achieve team victory may conjure up an image of managing players like soldiers and a coach constantly instilling the consciousness of winning in his or her players. You can imagine a coach who is continually yelling things like "You can't win like that!" or "Don't you guys want to win!"

However, the coach of a team in the team flow state does not simply preach about only a winning result or bounce from joy to sadness with the team's wins or losses. Instead, the coach concentrates on Successful Results (SRs) that allow a team victory result to be attained. Most importantly, when evaluating players and the state of the team the standard is whether or not the thinking and actions are in place to unleash the

potential capabilities of everyone. Put differently, the coach must think in a way whereby SR goals are set and actions sustained that lead the team along the path to winning.

Two points regarding SRs need to be stressed here. The first point is that the SR is not merely about creating a group where everyone gets along well with each other. The SR is first and foremost premised on team victory. The second point in reference to the SR has to do with the status of a team in the team flow state. On such a team very specific guidelines for action in conjunction with game situations and team tactics pervade the thinking within the team. No mention is made, nor are actions taken, in relation to the extremely abstract notion of squeezing the maximum from the potential capabilities of each player.

Obsess Over 1 Run

On coach's team ultimately the SR came to be expressed using the phrase "obsess over 1 run."

This notion about winning baseball was clearly and distinctly stated and even written down prior to starting spring camp and from this thinking came the notions of "Get a run whatever it takes" and "attack for that run". From the players viewpoint it was simply and easy to understand.

とにかく、1点を取るんだ、1点を攻めるんだって考え方に絞って、それをやっぱやるのが、野球的に、勝つためのポイントってのがはっきりしたんだよね…で、キャンプ行く前にもう書いてあるからさ…これはわかりやすかったんだな選手にしてみれば…。

What should be pointed out here is that the expression "obsess over 1 run" is not in and of itself what is important. Rather the relevance of this expression lies in the fact that it embodies the necessary essence in the thinking underlying the SR.

Consider for a minute that coach uses a different phrase to express the SR. This is fine as long as it still expresses the idea behind the SR. Conversely, even if the expression “obsess over 1 run” is in fact used, if the players are trapped within the W/L mentality then the team flow state will not be realized. For example, if the coach says to a pitcher that he must throw 3 walks or less in a single game, then tracing back over the “obsess over 1 run” idea will be construed as mere promotion of the W/L mentality and therefore nothing more than a tactical line of thought. It is critical that the idea behind the SR be conveyed in a specific manner that ties into actions leading to the humanistic growth of the players. The coaching philosophy should be based on the values and thinking of the coach it pertains to the lives of the players (Lyle, 2002). The activities of the coach in both practices and games should in turn be derived directly from this coaching philosophy (Lyle, 2002).

The use of the expression “obsess over 1 run” allows coach to convey the importance of the elements of attitude, mission and consideration of process incorporated within the SR.

Attitude. Through the use of this expression “obsess over 1 run”, players are infused with a thorough and aggressive spirit that results in a forward looking attitude.

So within the obsession of winning, what is unbearable should be tried once more. Conversely, don't worry if you swing at the first pitch and miss just keep building that thoroughness. .. R (left hander) is starting to run well and Y (left hander) is becoming a runner too, and from the first pitch. I was surprised by that... and the voice, O (first baseman) of all people has really come to raise his voice... they have really become thorough.

だから勝ちにこだわる中で、やりきれなかったことをもう一回やるなり、逆に初球から打ってダメだったらいいんだよって徹底するのを作り上げ

て行ってね…R（左翼手）も走るようになったよね…Y（右翼手）も走るようになったじゃん…初球から…あれにはびっくりした…声もさ、O（一塁手）なんかもはつきり出すようになったね…すごく徹底されてたな…。

Mission. Within this expression “obsess over 1 run” is a thoroughness and aggressive spirit that results in a forward looking attitude. Regardless of the spirit being expressed or who expresses it, it will not be mastered if it is dictated. In other words, action born from the imagination of the players is what is sought by the use of this expression “obsess over 1 run.” This is what Garfield and Bennett (1984) refer to as mission, a subjective philosophy that becomes the driving force promoting players to rise to still high level SRs.

As with that last team, the timing of stepping up with practice swings (pinch hitter) was nice... (the opponent) Things like batting lefty because the pitcher is a right hander, taking fast swings to get them thinking who is that, they are wondering too...like with the pinch runner and the fielders...I think with this team they can be thorough like that...They are figuring it out. During live coverage or at the end of the game they (pinch hitter) need to step up there with practice swings...For example if we send up somebody like K swinging then things escalate quickly from there on our side. The coach and players watching from the other side start asking about the count (how many strikes; how many balls). Yeah the team just has to figure it out.

最後のチームなんていうのは（代打陣が）素振りしに行くタイミングいいよね…（相手が）右投手だから左打者とか、早い回だから誰だとか、彼らも予測してる…代走とか守備とか…今のチームだったらそれに徹してできると思うし…あと、工夫してたよね、実況中継したり…終盤になったら（代打陣は）素振りしに行かなきゃならないじゃない…例えば代打で使うとしたら Kとか素振り行くと状況はこっちでどんどん進んでいくじゃない。監督と反対側のところから選手がロッカーで、何ストライク、何ボールとか言うんだよ。チームで何か工夫しようとしてる。

Consideration of process. The phrase “Hitting Winning Baseball” was floated as the team slogan. This put the focus on the result of excelling over the opponent and is part of the W/L mentality. Coach’s use of the expression “obsess over 1 run” put the focus not on an external result (W/L), but on a process of action that was possible for a team to control.

(Spring 2009) Thinking constantly about being #1 in Japan, gotta produce a result, gotta get a result, then couldn’t get to level 3... and so in the end got rebuffed with everybody thinking too hard about the championship, thinking too much about having to do something, we just got tight. Got bounced again in the fall (2009), that was it...yep that was the kicker... the way we got booted...the way that felt...losing the #1 in Japan feeling...ultimately we got too obsessed with winning...that obsession without really understanding what is obsession...because of not knowing what to do...that was the world of gotta win level 1, gotta win.

(2009年春は) 日本一ということ意識してずっとやってき、やっぱ結果ださなきゃ、結果出さなきゃとうことで、レベル3まで行けずに…最後は意識を外さなきゃいけないってことが出来ないんだよね…みんな優勝しなきゃってのが強すぎて、なんとかしなきゃが強すぎて、硬くなった。…そこも(2009年の)秋は外れた…ね、そこだな…そのコツ…最後の外し方のコツだね…そんな気がする…最後は日本一は外さなきゃいけないんだよって言ってんだけど、結局勝つにこだわりすぎたね…こだわるってことなかで、こだわるってことがどういうことなのかわからないままこだわっちゃう…だから何していいかわからないまま…レベル1で勝たなきゃ勝たなきゃって言うてる世界…。

If a simple slogan is merely to be floated it should not be used to convey one’s SR because this is something most teams already do. What is important is how deep one’s SR penetrates to the action level of the players. For the SR to penetrate to the depth of actions the following three points must be considered and conveyed.

- (1) What does our SR mean? (What does obsess over 1 run mean?)
- (2) What kind of thinking is necessary to realize our SR? (How should we think in order to obsess over getting 1 run?)
- (3) What actions are necessary to realize our SR? (What preparations and routines are needed to realize our SR?)

In 2009 we talked about the importance of 1 run. Everyone was talking about the significance of 1 run for sure. Yeah everybody talked about it...So what is this obsess over 1 run, how or what should be done to obsess over 1 run, what kind of thinking is needed. It must include things like Super Next. For this purpose what kind of preparations should be included as part of the routine. So with all this said, it was just completely wrong, that is what was inside of me.

2009年には1点を大事にする野球って言ってるわけだよ。聞けばさ、それは1点を大事にするってみんな言ってるよね、と。みんな言ってますね、と。…だから1点にこだわるってどういうことですか、1点にこだわるためにはどうしていきますか、どういう考え方をするんですかってこと。スーパーネクストとかそういうことも含めて。そのためにどういう準備を普段からしていくんですかって。っていうところが、全然違うんだよね、自分の中で。

It is in this way that a team in the team flow state is characterized by having a clear SR of its own and a deep understanding of it to the extent that it is tied into action.

Super Next

Field Note 1: Super Next

Super Next is an expression of the notion of being able to instigate thoughts directed toward a conscious action at that very instant. In the same way that the expression *Next* was used at the time I began to play sports at K University, *Super Next* is like a switch that permeates the team in order to “direct consciousness to the action at that

particular instance.” There were teams at that time that used the word Next merely as a means toward getting a result but at K University it came to be used as a way of thinking to guide players to rise to challenge one more time and not get hung up on a bad result that had occurred. However, we could not get rid of the W/L mentality with use of just the word Next as it directed consciousness toward things like “I must produce a good result” mindset before a game, caused worry about a negative play that had already occurred in the game, or even that a bad result was going to occur resigning us to defeat even before the game had ended. Particularly in the face of high pressure situations such as a game to decide a championship, there was a tendency for players to get trapped in the W/L mentality. The word Next seems at first to be forward looking by capturing the simple message of “change the feeling” but recollection of a bad result from the past can become entrenched.

For example, consider a batter who failed to get a hit on an infield grounder. At K University the approach based on the perception of the Next concept allowed for the following thought process/action sequence.

- First, the player thinks of getting a hit when stepping into the batter’s box
- The player fails to get a hit on infield grounder
- The player then feels regret over failing to get a hit
- The player who is able to change their feeling here demonstrates this by running at full speed to first base. On the other hand, the player who is unable to change their feeling holds onto a negative emotion while slowly and lethargically making their way toward first base.
- The player then feels negative emotion about the result of getting an out
- The player is again at a point where he is able to change mood or not able to change mood

- The player who is able to change mood returns to bench showing no emotion, changes feelings before the next at bat, and raises his voice to cheer for the team
- The player who cannot change mood returns to bench showing emotion, cannot change feeling for next at bat, and is worried about personal results and not vocalizing support for the team

At this point coach felt a different expression was needed to push consciousness to the action at that specific instance. He came up with the phrase “*Super Next*,” which included the notion of surpassing *Next* in its meaning. Whether before a game, during a game, or after, the outcome of a particular instance can be a good result or a bad one, so the sole focus should be on the action that can be taken at that moment in order to produce the desired result. The thought process behind the SR is thus to perform the most important action at that instance, and to continue to do so; this is what above all else is most essential.

For example, in the case of the heretofore mentioned batter, the Super Next based approach would allow the following type of SR thought process/action sequence.

- First, the player thinks about boldly swinging with resolve as he steps into the batter’s box
- If he fails to get a hit on infield grounder, but has Super Next thinking, he does a full sprint to the base.
- The player then has negative emotion as a result of getting out, but with Super Next thinking he returns to the bench without showing worry about the result, and vocalizes encouragement for the team

The difference is easy to see. In the case of SR thinking using the Super Next based approach, the player’s thought process/action is simple. In the game setting no judgment is made in terms of the result being good or bad. With no hesitation the focus is

on, and remains on, performing one's best as required in the moment. In the case of the Next way of thinking there is the risk of getting trapped in the W/L mentality. The Super Next approach simply allows no room for W/L consideration to interfere.

I believe there has been impact from the use of Super Next. At first it was well this just comes from the Next approach but no it is different. It comes from Super Next. I think it has been good for the team myself included...The transition to action is easy.

スーパーネクストって凄い効果があったと思うんだよね。まあ最初はネクストから始まったんだけど。違うんだよ、スーパーネクストってあるんだよって。これは俺も含めてチームにとっては良かったんだと思う。…行動に移しやすいんだよ。

In other words, whether it is the expression Next or Super Next what is important is to focus consciousness on the action in that moment. In the case of K University, the original intention of the expression Next was not conveyed due to the fact that the SR thought process was not established among the coaches and players. The SR thought process has to do with 'unleashing potential abilities' including the notion of 'focusing consciousness on the action in the moment'. For coaches and players engrained with the SR thought process the word Next does not convey a change in feeling after the result has occurred but rather it is premised on focusing consciousness on action in the moment before the result occurs.

It might seem that any result is ok even with a W/L mindset as long as one is able to soon proceed to Next, but actually very few players are able to quickly erase a past W/L. However, for coaches and players engrained in the SR thought process and Super Next, the circuit of thinking proceeds from either a win or loss result to the next

action.

Characteristic 2: Successful Results are Realized through a Regular Routine

For a team in the team flow state, as a matter of routine various daily regimens are carried out using the standards and direction set by their SR-based excellence-centered philosophy. For example, practices, player evaluations/player promotions, tryouts/scrimmages, and exhibition game tactics are all conducted in accordance with the established SR.

No matter how splendid the SR, it will not be absorbed by players merely through some simple slogan, nor will it be linked to fundamental player actions. Players are able to gain a deep understanding of their SR by putting it into practice in their daily routine and linking it to the next action.

From the time of his assumption of his position, coach put forth the expression “*H field=J Stadium*” to emphasize that the things that must be carried out in the J stadium where the team played its conference home games would be worked on at their practice field facility known as H field. However, because the players were not given much opportunity to actually experience this thinking, the coach was not able to convey the real meaning behind the “H field=J Stadium” concept and it emerged as merely a slogan.

Field Note 2: 2006

Around the time of assuming his coaching role, when a mistake was made during a game and especially when he was identifying game setting postures at the practice H field, coach would frequently use the expression “H field (practice field) = not like J Stadium.” What was meant by this was practice was not being conducted with the

consciousness of playing a game at J Stadium. Despite the scolding there was no impact on the performance of the players. The real meaning that coach had in mind was not being conveyed.

In retrospect looking back on 2006 and 07 in broad terms, I would attach importance to the underlying issue that comes before winning baseball. In terms of the K baseball team will, dedication, preparedness and the answering of the question of what form the H field=J Stadium concept should take, I would have to attach the greatest significance to the human element. Maybe it was because of it being my first year but it was about my own scheme about spirit and having heart. While I spoke of things baseball the spirit was not truly and effectively conveyed.

06年、07年は結局大きな反省をすれば野球に勝つということ以前の問題を重要視していた。慶應の意志、心掛けとか、心構えとか、Hフィールド（練習場）=JスタジアムっていったってHフィールドの（練習場）での姿を求めている、人間性をすごい重要視していた。1年目からそうなんだけど、自分の持っている精神論みたいなこと。野球の部分は言っているんだけどそれを本当に伝えきれていないんだよ。

Field Note 3: 2007

It was in this period that thinking became fixated on the notion that the team could not win without the H field=J Stadium theme because coach at this time held a W/L mentality based on a win-centered philosophy. The attempt was made to take the unique atmosphere of J Stadium and somehow recreate it at H field. However, in the eyes of the players the result was a far cry from this intention and it was in this context that coach would scream “H field = Not like J Stadium” to the players. There were even some players who withered from this barrage.

In 2007, furthermore, there was a lot of “just do it” (mandatory) and “don’t do that” (repudiation) type of communication such as “Tenaciously follow each ball”,

“Don’t look down”.

Players had a feeling of being managed and the sense that instruction was being imposed on them. A strict atmosphere pervaded and a loud voice would bellow out things like “do it right” and “can’t hear you.” In other words play took place in an environment marked by negative evaluations. As a result of this, a fear of receiving negative feedback from others seemed to emerge among the players and there seemed to be a growing feeling of dread in relation to the next action. In the end, the kind of thinking needed to realize the “H field=J Stadium” concept was not clearly communicated to the players.

Field Note 4: 2009

H field=J Stadium was not about feeling under pressure but about continuing to think how much do we have to do at H field for it to be like J Stadium, and realizing this thinking has to be turned into action. The viewpoint changed to one of how to manifest the form of H field=J Stadium from the result of actions traced back to their SR of the team winning at J Stadium.

Furthermore, the program changed to a thought process whereby it became the job of the coach to translate the thinking traced back to the SR into action or to create the environment conducive to translating this thinking into action.

Yeah I think I expected too much from this ideal taken from H field=J Stadium...I got too hung up and fixated on the team has to be like this to win...When was it, I think the summer of 2009. Yep I believed every bit of it. It’s gotta be this kind of team to win, and players gotta be like this to be good. There were parts of what I requested that were in place but I quit it. I know the guys play with this will and desire to win so it became all about receiving. I said what I’d like to see and they took it to heart...Yep it was in the summer...It was huge, for me inside.

Hフィールド = J スタジアムだからこうあるべきだってことを求めすぎちゃったんだよね…そういうチームじゃないと勝てないって固定化しちゃったんだよね…それで、いつだったかな…2009年の夏。もう…その…全部信じるって。今までは、勝つチームはこうあるべきだ、いい選手はこうあるべきだってことで、要求してた部分もあったんだけど、もうやめると。君らも勝ちたいと思ってやってるんだから、全部受け入れるよ。みたいな話をして、そういう気になったんだよね…それが夏だな…これが大きかった…自分の中で。

The H field equals J Stadium mantra didn't change but it wasn't about atmosphere, crunch mode, or the feeling anymore but about looking at how much we have trained at H field to do it at J Stadium... To do it at J Stadium means for the team to win. It's not about hitting at J Stadium... Of course the pressure is on at J Stadium to hit, to catch, and to throw but it is not just for that, it is for the team to be victorious. That is the result.

HイコールJというのは変わってないんだけどそれは雰囲気、切羽詰まった感ではなく、JでやることをどれだけHで訓練してきたかってことだな。…Jでやるってことはチームが勝つってこと、Jで打つためじゃない。…プレッシャーをかけたりするのはJで打ったり捕ったり投げたりしなければいけないんだけど、それだけの為じゃなくてチームが勝つためだからね。それは結果だからね。

Characteristic 3: Players Perform with a Feeling of Ease in a Self-directed Manner

As noted in characteristic 1 and 2, players in the team flow state operate with a deep understanding of their SR. To those around them they appear to play with a feeling of ease and relaxed countenance.

- They are not stressed but calm. But when it comes time to perform they can turn it on like a switch.
- There is no sense of being under pressure
- They show no impatience

- They are energetic
- There is no fear of boldly carrying out the next action (they can play steady and under control). They are not afraid of the outcome.

Last season (2009 fall) in the game against M University and the game against W University there was a 2 week layoff and absolutely no feeling of pressure. Let's make maximum preparation and let's check this or that, nothing unusual was said. There was no tension the day before the game and things were at ease. Things were so relaxed I even got a bit worried. But when game time came they showed their guts. So they seem to get it. It felt like they had grown into adults. The games were at the usual Saturday at 1:00pm slot so they just went about their regular motions of getting ready. There was nothing new to do they simply did what they always did. No impatience.

最後のシーズン(2009年秋)なんてM大学戦とかW大学戦とか2週間空くと全然切羽詰まってないんだよ。最高の準備しようとか確認しようとか言ってる事は変わらない。前の日だから緊張するとかなくて淡々としてる。大丈夫かなって思うくらい淡々としてる。でも試合になるとガツとなる。だから、分かってるな、大人になったなみたいな感じ。試合はあくまでも土曜日の13時からだから、それまでにみんながもっていけばいいわけで。…今更何を新しくする必要も無く、今までやってきたのが全部染みついているから焦らない。

It seemed like they felt at ease and relaxed...They had their center axis so if they moved in that range, challenged themselves then even if they didn't get a hit it would just be on to Super Next and all would be ok...As if they would be able to read the situation around them...On to the next batters cycle with no worries.

たぶんのびのびやってたと思うよ。…ちゃんと軸があって…だからその範囲でやれば、チャレンジしに行っても打てなくても、じゃあ次のスーパーネクストやってれば、全然OK、みたいな。…だから周りも認めてくれるってところ。チームとして認めてくれるってこと。…だからネクストバッターズサークルにいても、別になんてことない。

In other words, the players were not captured by the result, there was nothing to fear and there was a state of just keep challenging. This flow of continuing to challenge is

referred to here as “challenge flow.”

Challenge Flow

The challenge flow occurs with SR thinking, when the result of the challenge is not trapped in W/L, the flow is not blocked or halted and players are able to proceed to the next challenge.

The evaluation of the challenge itself within the challenge flow is in general carried out in the context of the SR. Evaluation is conducted as an action the player can control, thereby avoiding the W/L trap and allowing the player to proceed to the next challenge for a repeatable flow.

On the other hand as described in chapter IV, if the flow is not based on SR thinking it ends up being driven by the W/L mentality and thus can only be overcome using the Next thinking process. In such instances the challenge flow cycle is difficult to maintain unless a good result continues to be produced. Whatever the state of the entire team, if the emotional force to always proceed to Next is kept in hand, then it is possible to focus on the next action repeatedly the same as with the SR flow, however, in actuality the cultivation of the team’s entire personnel in this way is extremely difficult to achieve.

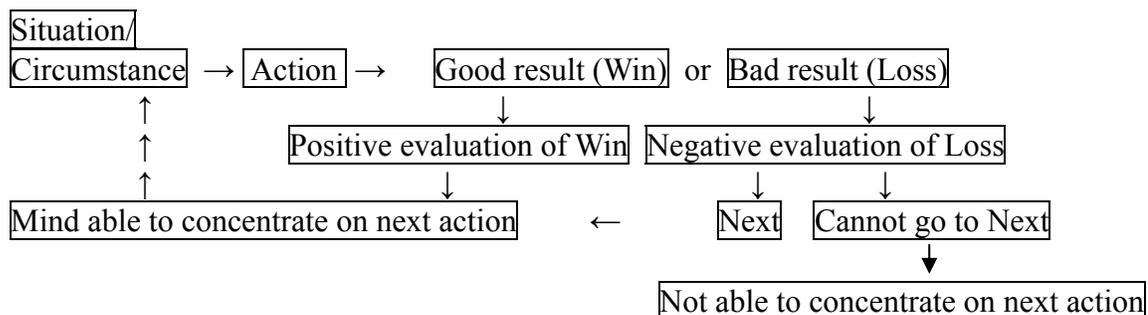


Figure 5: Pursuit of continuing challenging based on Next

The diagram in Figure 5 depicts the player's way of thinking about events based on the W/L thought process. It shows how a player responds and takes action in response to events during a game. As an example, consider a player batting in the final stages of a baseball game. The player chooses to take action to hit. In such a case either a W/L good result or bad result will occur. In case of a good result, such as a hit that brings in a runner, the player can transition to the next action because a positive evaluation was possible. In case of a bad result, such as losing a scoring opportunity by hitting into a double play, the bad result is evaluated negatively. This is an inevitable conclusion. If a change using Next can be made then it is possible to move forward positively to the next action. However, if a change using Next is not possible then the player cannot concentrate on the next action. So, by focusing on a W/L result, it becomes very difficult for a player to change their mindset after a bad result occurs.

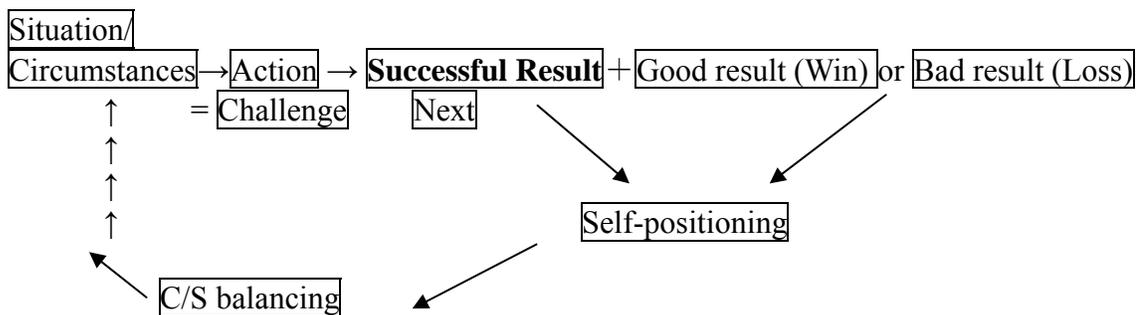


Figure 6: SR flow (Challenge flow + CS flow)

Figure 6, on the other hand, depicts a player's way of thinking about events based on the SR thought process. The big difference is that with the W/L based approach once an action is taken, only one of two W/L results can occur. This cannot be changed

and the result is not controllable. However, for a team built on an SR based team flow state, it is understood that in order to move toward W/L victory the players must devote their maximum effort toward attaining the SR. For example, on a team with SR, if the players keep an attitude of challenging each situation they will be evaluated well by both coach and themselves even in the face of a W/L bad result such as going down in order 1-2-3. Accordingly then, even in the face of failure a player will search themselves for the next challenge. Furthermore, the player will seek out a solution to attaining a good balance between that challenge and their own skills (CS balance). They will also challenge new situations. The continuation of the SR flow within the team in turn is linked to team flow.

It is in this way that a team in the team flow state can maintain challenge based on SR thinking and not get trapped in the result (W/L); instead, the SR thinking process permeates throughout. On such a team players can check amongst themselves to make sure the Super Next cycle is working and the players understand what “failure” means. Failure in this sense does not mean poor batting, but rather not being able to challenge and not being able to act using the SR thinking process. Failure in this sense is not being able to focus consciousness on the action at that moment (not being able to use Super Next).

It is because of having Super Next. I think this has been good for the team, myself included...During practice, in relation to pitching, and evaluations too have come to be viewed in the Super Next context...That means everyone...The menu itself hasn't changed but everyone's focal point has.

スーパーネクストってあるんだよって。これは俺も含めてチームにとっては良かったんだと思う。…練習の中でも、投内関係なんかでも、

評価とかも、スーパーネクストとかも見るようになった。…それはみんながそう。…メニュー自体は変わらないけど、みんなの、重点ポイントが変わってきたと。

Not a word said about swinging. Swing of one's own accord. Let's use the catch phrase "OK swing" for a game. "Hey let's do it" for a game. That's the kind of thing I'm talking about. It is alright to fail. Nothing wrong with failure. But understanding what has failed. That's what has got to be understood.

振れよって全然言っていない。振ろうよって。じゃあ振るっていうことをキャッチフレーズにこの試合やってみようって。よしやるかーって。そういう世界。失敗しても良いんだ、失敗しても良いんだって。でも何が失敗かってことかなんだ。それがわかってないと。

Furthermore, for a team in the team flow state, it is not just the player in the game but bench members not in the game and other staff as well that must have a deep understanding of the SR. They do not have someone instructing them what to do but appear to act on their own. It is not that they are merely acting on their own but that they are acting based on the SR direction of the team winning. Because of this it appears the individual is acting of their own initiative for the team.

The awareness that self-initiated actions are associated with team achievements is defined here as "My team consciousness." This consciousness means the member will take responsibility for the team and will not mind doing whatever it takes for the team out of devotion to the team. It is a consciousness that without a doubt represents that it is indeed my team.

To attain the 'my team consciousness' it is first necessary to have a feeling of responsibility and devotion. However, if this consciousness does not carry over to the team then precedence will be given to individual actions more than those actions that

should be taken as a member of the team.

Furthermore, regardless of whether consciousness carries over to the team or not, there are players who give priority to their own actions over team actions. The consciousness of such a player may be one of a self-sacrificing spirit willing to sacrifice for the team where responsibility and devotion to the team are passive in nature. This player will act with self-initiative and be responsible and devoted, but this is not the same as having a ‘my team consciousness’.

To elaborate further, players will understand the SR and proceed in a direction that is consistent with the coaching philosophy. On such a team the dialog between coach and players will also take this direction. The awareness born as a result of this dialog will not deviate from the direction set by the goals of the coach. Discussions between players will also follow the direction, as will conversations between coach and captain or other player representative. Opinions will be made assertively, but without deviation from the direction and value system.

I may have some impact but in general I believe that is because each of them has raised their own human power. Well as far as awareness anyway. Of all the various impacts... It ultimately boils down to each individual recognizing what they need to do I think...There is a directional awareness...Having all the seniors say, this is what we need to do, wafting in the air.

俺の影響もあるのかもしれないけど、基本的にはそこが、彼らの一人ひとりの人間力のアップだと思ってるから。まあだから自分が気付けたのが。色んな影響の中で。結局本人が気付かなきゃダメな世界ってあるじゃない。…気付く方向ってあるからな。…4年生みんなでこうやっちゃおうっていう風に。

We have a captain like U (2009 captain)...That's why we were able to do well I think...Because there was no deviation in opinion between coach and the player representative...That gradually became the standard.

U (2009年主将) みたいなキャプテンだから、…これが上手く行ったのかなと思って。…監督と選手の代表の意見がずれないじゃない。それがだんだんスタンダードになってきた。

Characteristic 4: Players Understand What They Need to Do

Within the challenge flow taken up in the characteristic 3 explanation, it is noted that getting trapped by W/L can be avoided through formation of an evaluation standard in the SR. However, the players on a team in the team flow state are satisfied with their actions and keep focused on the reality of victory. Because actions encompass the SR standard no matter what the W/L outcome, players on a team in the team flow state are able to assertively move forward to the next action no matter what. An examination process is carried out to determine the next action by trying to grasp and correct that which has proven insufficient based on the challenge result. The next action is reviewed to link to an optimal challenge that is neither too difficult nor too easy.

At this stage the process of grasping and correcting the current skill level and state in preparation for the next action is referred to as "self-positioning". The flow associated with moving toward the next action through self-positioning is the "Challenge and Skill (CS) flow." The process of examining the optimal challenge for the next action by taking into account one's own skill is identified by Jackson and Csikszentmihalyi (1999) as the finding challenge-skills balance state. The challenge flow and the finding challenge-skills balance flow are referred to as the "SR flow".

Field Note 5: Level 3

Level 3 is an index for organizing points of consciousness to prevent any mistakes in the process of pursuing results and approaches. It is utilized by the K University team as a thought process for players to determine what action to take next.

Example of levels of consciousness

Level 1: Get the opposing batter out (own action process + own action result + opponent's action)

Level 2: Get a strike (own action process + own action result)

Level 3: Keep your elbow up high (own action process)

As apparent from the above example, to obtain a level 1 result you must first ignore the opponent and acquire the myself-only world of level 2 results. However, this is to strive to get a strike, so by getting a strike there is no trouble. To obtain a level 2 result each player must align with a specific action performed with a level 3 consciousness that can be self-controlled. In turn, with this line of thinking it is only through focusing on the level 3 consciousness that the level 1 result can ultimately be obtained.

So, in effect it is through self-positioning that a player comes to understand his or her current skill as well as the skills that are lacking. By examining actions with a level 3 consciousness to move toward the next challenge and by determining specifics, the individual is able to clarify in general what he or she should do next. With feedback gained from this thinking and through repeated challenges the player is able to see around them and become a player that understands what to do.

First became able to speak about level 3 breakdown to minimize the number of runs allowed.

最少失点に防ぐために、じゃあブレイクダウンしたレベル3はって話を最初に出来た。

For example, talking after the game with M (relief pitcher) who should have been thinking control, control and then threw 4 balls... What did you do wrong, you weren't looking to control, control, so what did you want? Was looking to control, so how do we find a way to get you control? So discussing about levels and what needs to be done so that gradually this becomes the actual experience...

たとえば試合後にしゃべったり、M（控え投手）が抑えよう抑えようと思ってフォアボール出してるんだったら、間違ってるとお前は、抑えよう抑えようじゃなくて、何したかった？って、僕抑えたかったですって、どうしたらお前抑えられるのって？レベルの話とかしながら、こうしなきゃダメとかって話をしながら、そういうことをどんどん体験させるんだな…。

Field Note 6: Jump over the edge

If the bat is not swung then a hit cannot occur. Furthermore, in facing a high level pitcher if the batter does not swing the bat decisively then he cannot get back-to-back hits. To elaborate still more, it is the first strike that offers the highest likelihood of a hit. In other words, in terms of facing an opposing high level pitcher, in order to get the result of a hit the batter must be willing to swing decisively from the first strike despite the risk of popping up and getting out on the first ball pitched.

In facing the first strike from a high level pitcher, it is like moving to the edge of a cliff, it is about moving to a certain kind of edge that is a state hovering in the balance between winning and losing. Whether you move in fear of the result (step back), timidly half-heartedly take a step from the edge (really step to it), or ultimately jump from the

edge (decisive swing of the bat) the struggle to get the result of a safely hit ball will be difficult. As an example, even if the decisive swing result is an empty swing it is still an ok result for the team as long as it was a challenged result. It just requires more practice to improve the result of decisively swinging the bat. At the time the K University players were beginning to absorb the excellence-centered philosophy they had the opportunity to hear a speech from the wheel chair basketball coach. This coach made frequent use of the expression jump over the edge in his examples and this expression “jump over the edge” came to be used from that point forward. As the players came to see the excellence-centered philosophy and to put it into use in practice and game situations they were able to grow through trial and error in their thinking as they put it into practice.

So in talking about standing at the edge and jumping, it was all abstract... from their viewpoint it was in situations of tension and strain that they stood at the edge without really understanding, it was from there perhaps to jump but just what that meant to do was not understood, and I didn't help them understand... It was the fall (2007) when we moved in earnest on this, where swinging and missing the first ball was ok. That was when we jumped even further.

だからエッジに立って飛ぶって言ったって、抽象的なわけだよね…本人達にしてみると…で、本当に緊張した場面に出くわすことがエッジに立っつていうさ、理解までにしか行かなくて、たぶんそっから飛ぶっていうこと、どういうことなのかっていうのがわかってなかったし、わからせられなかったし・・・秋(2007年)もどんどんいこうぜって、初球から空振りだってよかったじゃん。秋もどんどんいこうぜって、初球から空振りだってよかったじゃん。あれこそまさに飛んでるんだよね。

To apply as the focal point the notion of decisive challenging rather than results is the thinking behind “jump over the edge.” Coach answers the question about how his players were able to start challenging without fear of the result.

I myself changed...I jumped over the edge. It felt like there was no going back...

俺自身が変わったんだよね。…俺がエッジから飛んじやった。もう賽は投げられたって感じで・・・

In effect when the coach first changed from a results-based to challenging-based approach as the standard for judging actions as good or bad, the players were able to challenge without fear of the result. The coach no longer had shifts from joy to sorrow based on results (discarding the W/L mentality), and this came to be understood as the major obstacle that was overcome, allowing players to decisively embrace the challenge flow. For the coach there was nothing more significant in terms of the impact it exerted on players actions.

Spoke of 1/1...Still real soft...It was like it could only be used in a game or something...there were many meanings that came from 1/1...but yeah it was that expression 1/1 that remained to the end...

1/1 って話をした…まだまだ甘かったんだよ…結局試合じゃ出来ないじゃないかみたいな…いろんな意味から 1/1 だったんだよな…あれな…1/1 って言葉も残ったよね最後に…

The expression 1/1 is a coach original term and is used in the same way as “jump over the edge.” Coach conceived it as a team expression for use in “jump over the edge” situations to signify its importance and as such was indicative of his deep understanding of it.

Characteristic 5: Bond of Trust Exists Between Players and Coach

Having a deep understanding of their own SR also had an effect on the relationship of trust between the coach and his players. Players continuing to operate in the SR flow are, in the mind of the coach always summoning their full power and have the same strong desire to win as the coach.

Yep I believed every bit of it. It's gotta be this kind of team to win, and players gotta be like this to be good. There were parts of what I requested that were in place but I quit it. I know the guys play with this will and desire to win so it became all about receiving. I said what I'd like to see and they took it to heart... Yep it was in the summer... It was huge... for me inside.

もう…その…全部信じるって。今までは、勝つチームはこうあるべきだ、いい選手はこうあるべきだってことで、要求してた部分もあったんだけど、もうやめると。君らも勝ちたいと思ってやってるんだから、全部受け入れるよ。みたいな話をして、そういう気になったんだよね…それが(2009年の)夏だな…これが大きかった…自分の中で。

In terms of the relationship of trust with the coach, the difference in how the coach dealt with the student coach in 2007 versus 2009 was obvious.

Field Note 7: Student coaches

In regard to R the student head coach in 2007, coach only allowed him to conduct the entire practice menu that the coach put together by himself. However, in 2009 with the team in the team flow state the student coach M whom he trusted was consulted from the practice menu creation stage.

Against this background, the change in regard to the student coach is the relationship of trust formed when the student coach is moving in the same direction. In moving together in the same direction with those who have the same thinking, it becomes

a natural choice to enlist the ideas of others as there are synergies from this collaboration in something such as thinking about the methodology of the practice menu.

In terms of trust from the players, as they continue to challenge using SR thinking even among themselves, the coach will in turn approve and appreciate such efforts. This is the bond of trust between players and coach. The result among the players is that a bond emerges as they continue to create playing baseball together with the coach.

The players should trace back on the process of winning as a team, concentrate on completion, and speak frequently of things like player independence shouldn't they? So this is where they begin to get it. The light comes on inside... So they buy in and completely embrace the will to win. This is because of the relationship of trust with the players...(After 4 years of coaching) Last season was just wrong. Creating baseball together with these guys, with a feeling of togetherness...and no deviation in the direction set forth.

選手がチームの勝利から逆算したプロセスを考え、それをやりきることに集中しているし、だから選手に考えさせてやるとか、選手の自主性とか、良く言うじゃない？そこのところが握れてるんだよね、だから。自分の中で握れてる。…だから、あいつらも勝ちたいと思ってやってるのがはっきり握れるわけだよ。選手との信頼関係があるから。…（監督をやった4年間の）後期ははっきり違うんだよ。こいつらで一緒に野球をつくる、一緒になって感じで。…方向がずれない。

It was at this time that coach used the expression “Let's create together” with the intention of creating the methodology together. In 2007 the coach created the player activity manual and fixed everything including the methodology. The coach fixed the foundation for his own peace of mind and in so doing arrived at the methodology.

On the other hand, in the fall of 2009 the coach had established his own philosophy whereby team creation was centered primarily around the players continuing to challenge independently, all moving in the same direction as the coach safe and secure

foundation formed from the bond of trust with the players was in place.

It probably started when I began to ask the question “what kind of baseball do you guys want to play right now?”...It is from now that I too should say something about what I expect, so what do you want to do, what can we do to create winning together. I might have made them start to think about it...While having them playing I tried to take it in this direction...

今だったら、お前らどういう野球やりたいの？ってそこから始まったかもしんないね...いまなら俺にも期待するなって言えるかもしれない...じゃあ、どうしたい、どうしたら勝てるか一緒に作ろうやって。考えさせたかもしんない。...やらせながら、こっちの方向へもってくる・・・

The real intention of the expression “You guys have to expect it too” was that the team was not necessarily going to win just by having the coach explain the methodology and hold out the expectation of winning. It was in the second half of his tenure that coach came to think that growth and progress would have to come through continued trial and error in accordance with the direction set forth in his philosophy. It was to challenge, and if not accomplished, then challenge once again as the impetus to the SR thinking process. The result of this was also the birth of trust in his players.

The five characteristics of team flow that were clarified from coach’s life story were analyzed in this chapter. The first of these characteristics is the “Deep Understanding of Successful Result (SR).” A team in the team flow state does not swing from joy to sorrow from results alone. The coach and players seek out an SR that allows them to best showcase their potential capabilities and then continue to perform actions in pursuit of this SR goal. The second characteristic is “Successful results realized through a regular routine.” A team that has attained team flow does not just raise the SR as a slogan,

but strives for deep understanding of the SR within the course of daily activities. One's actions are selected and put into practice in pursuit of team flow. The third characteristic is "Players perform with a feeling of ease in a self-directed manner." Players do not get caught up in W/L results but instead take proactive actions with understanding of the SR in pursuit of this SR goal. Players also reflect a relaxed feeling of ease in their play. The fourth of these characteristics has to do with "Players understand what they need to do." Players on a team in the team flow state continue optimal challenging with the SR as the standard. Players receive feedback from a large number of challenges and understand themselves what action should be taken next. The last characteristic concerns "Bond of trust exists between players and coach." For the team with an SR the players understand the philosophy of the coach and can act in accordance with this thinking. A relationship of mutual trust can be built because the thinking is consistent. From the analysis of coach's life story these five characteristics were identified as characteristics of the team in the team flow state.

CHAPTER VI

COACH'S THINKING – ESTABLISHING AN UNSHAKABLE PHILOSOPHY

The philosophy of coach is to create a team where the thinking traces back to one's own SR as the standard, uses Super Next thinking as a base, and centers around continuation of the SR flow. Coach expressed this philosophy as being the “backbone” of his own thinking. Why is that philosophy (backbone) so important? Coaching philosophy is based on the coach's values and thinking on the role of the coach and it pertains to the lives of the players (Lyle, 2002). Furthermore, the philosophy espoused by a coach represents the fundamental convictions and beliefs that he or she uses to conduct daily coaching activities (Burton & Raedeke, 2008). In addition, philosophy is learned by observation of the person who holds such a philosophy to be true. Likewise, influence will be exerted on the will and actions of those who come in contact with the philosophy of this person (Vealey, 2005). In other words, it is through ownership of a philosophy that a coach is able to daily confront a variety of things such as training policies, game tactics, handling of players and such. This philosophy becomes the foundation of coaching, and as the players also gain understanding they build their own philosophy and grow in the process.

It is the Super Next way of thinking, the max/min goal thinking, that sort of thing, the important point is the trend of having players become SR-type players, what they then do becomes the makings of the backbone of the team, bringing that out becomes my obsession and so we come to be in a world of everyone

striving to do their best... That is what has been created, I think anyway.

そのスーパーネクストの考え方とかさ、最高／最低目標の考え方とかさ、そういうところね、SR型の選手になっていく過程で重要なポイントになっていくわけで、それをやり出したことがチームとしての幹が出来ていくことに繋がって、で、それに俺がこだわり出して、だから do my best って世界がさ。出来てきたのかな、と。

However, it was many years before coach came to arrive at this philosophy, starting out as a star player in school and then as a professional, and later leaving the baseball field without going into coaching. This journey or process is outlined in the following narrative.

Your own Successful Result must Become Clear

Slogans and Skills Training in 2006

Coach first assumed his position in 2006 at which time he used slogans such as “Hitting winning baseball”, “Overwhelm to win”, “Winning - the obvious result”, and “Boldly attack & carefully defend” and sometimes used these expressions in front of the players. However, it seemed as if the players were merely going through the motions and there was no feeling of cumulative team experience when it came to winning. In particular, there was no recovery or regrouping after a loss in a big game.

The aim or goal was to win overwhelmingly and for winning to be the obvious result ... In part this was linked to the K baseball code if you will.

圧倒的に勝ちたいって言ってた…結果自ずと勝つよねっていうのを目指した…その一環としてKベースボールコードってのがあった

It was the game in the fall (2006) where we had the momentum to take the championship. It was against the H University team and S had hit a 3-run come

from behind homer. Just needed to close it out with K (2006-2007 ace), just need to control by run minimization but they came back on us...really felt like we were getting it done...with the players we had...

試合は(2006年)秋はさ、優勝する勢いだったんだよ。H大学戦で、Sが逆転3ラン打って、最後にK(2006~2007年エース)が、最少失点で抑えたらいいのに逆転されて…ただやってるって感じだよ…いる選手で…。

It was from this (after our winning streak was halted in the H University game in the fall of 2006) that we were not able to recover from...it was the next day... we lost 4-2, S hit a home run then with 2 on and 1 out O hit into a double play.

こっから(2006年秋、H大学戦で連勝を逃した後から)の立て直しがきかなかつたんだよ…次の日はあれだ…4-2で負けてて、Sがホームラン打ったんだよ、それで、ワンアウト1・2塁のチャンスでOがゲッツー。

It was about this time in 2006 that I realized this is the kind of baseball I want to play. The question was asked in a press conference about the kind of baseball I wanted to play. What was it that I said, something like aggressively attack & carefully defend. I don't know what I was saying, wish I could have read my mind then. Yep, that is what I said. So it was on that level. During that period...Can you believe it, aggressively attack and carefully defend. What a happy go lucky coach I was.

2006年の(監督に)なりたての頃は、やっぱりこういう野球やりたいとか、あるわけ、だから記者会見でどんな野球やりたいですかって言われて、あれ、何て言ったんだっけな俺、大胆に攻めて繊細に守る、とか言ってるわけだよ。言ってる自分もよくわかんねーよみたいな。そういうこと言ってるわけ。だからそのレベルなんだよ。この時代は。…そりゃー大胆に攻めて繊細に守ってたら監督は楽だわなー。

Manual Creation and Thorough but Directionless Consciousness in 2007

In the next 2007 season it was the “Hitting Winning Baseball” slogan that stuck.

However, the coach did not yet have his own philosophy established. So as with the slogan, the coach himself was aimless about why he wanted to play “hitting winning

baseball.” As a result an activity manual on the K University baseball code was created to clarify the direction and answer this question of why, but in actuality it was seldom used.

At this time the manual was created with the starting players in mind and meetings were held on multiple occasions for this purpose. It also addressed the attitude and approach of players thoroughly with various things like don't look down, speak up, run through first, full sprint, swing decisively from the first pitch and so on. Ultimately players were left unclear as to what to focus on and what was consistent with what.

Without a philosophy around which to gravitate, the coach, despite however fabulous a manual he created, how loud a voice, or how thorough in his approach and consciousness, was not effectively able to convey his message to the players.

Practice itself was an organization, a framework, it was substantive, and well thought out but in all honesty it fell short in affirming the notion that this is the kind of baseball we play, or equivocally this is what we are doing. Were we really engaged in a spot here and just what it was we were doing was somewhat befuddling.

練習そのものを、仕組み、枠とか、中身とかすごい考えたんだけど、正直、こういう野球やるんだよってというのが、一通りやってはいるんだけど、漠然としたというか、ホントにそこにスポットを当てて何かやっていたかというところをぼけてた。

Between practices (winter of 2007) a KBC (K University Baseball Code) meeting was held, a so-called working group was put together and the first round game against H University and third round game against M University (fall of 2006) were studied...At any rate, it was a type of baseball recollection exercise...it was the desire to create experienced players without question. So this was a big deal (changing point). Yeah, that was it.

(2007年の冬は)練習の合間に、KBC (K University Baseball Code) ミーティングっていうのをやって、いわゆるワーキンググループをつくって、(2006年秋の) H 大学 1 回戦、M 大学 3 回戦の検証をして…っていうの

やってんだよ。とにかく野球を覚えてもらおうみたいな・・・だから、試合巧者な選手を作りたかったんだな。で、それがきっと大変だったんだろうな、そっちがな。

It was this year (2009) that the change happened. For 3 years the basic script did not change. Hitting Winning Baseball.

この年(2009年)になってだね変わったの。3年は根本は変わってない。打ち勝つ野球。

From Havoc to Excellence-centered Philosophy in 2008/2009 Spring

Coach continued with the slogan “Hitting Winning Baseball” into the 2008 season but changed the defensive standard to run minimization (until then he had spoken about holding the opponent to 2 or 3 runs). It was at this time that he began to build the team based on an excellence-centered philosophy centered on the pitchers. From this point a tendency emerged in his thinking, gradually linking to the challenge flow. However, the SR had not yet been clarified. The coach himself had not clearly defined in his own consciousness what to place the most emphasis on, so he was still unable to develop his own philosophy. As a result when the team lost an important game the coach would do things like subject the players to hard training. Looking back now, he says he acted in ways he cannot believe himself.

It was gradual...but at that level in the spring (2009)...not yet...it was still one ball one run, not there yet.

徐々にね・・・けどまだ(2009年)春の段階では・・・まだ・・・1球、1点ってことに、まだいけてないんだよ。

In the spring (2009) when the championship was lost prior to the W University game and I said we only got the fall (2009) games left, we began some strange training... Yep things like getting everyone up in the middle of the night to work on practice swinging... I had lost my mind... I mean I had really lost it...

(2009年)春は W 大学戦前に優勝がなくなってもう(2009年)秋だっって言っ
てさ、変な練習始めちゃったんだよ。…うん、夜中の全員の素振りとか
さ…血迷ったな…ホントに血迷った…

Realized Deep Understanding of our Successful Result in Summer of 2009

From the summer of 2009 before coach's final season, the team's SR was brought to light by tracing back over the actions from "obsess over 1 run." As a further result of this, the points that needed to be worked on in games and practice also became clear. Level 3 notes were taken on what could be done and what should be done to get 1 run and to defend against 1 run. Preparations and everyday habits needed to achieve this was considered, and an excellence-centered philosophy to carry this out was put into place.

From this point forward there was a dramatic change in the atmosphere surrounding the team and the team speech, conduct, and actions all changed. Even in pre-season games the thoroughness of the team SR consciousness based on an excellence-centered philosophy was already evident. In addition, the tools attained from SR thinking and the Super Next thought process permeated the thoughts and actions of both the coach and the players.

At any rate just get 1 run, attack for one run was squeezed from this thinking, the points of emphasis to win in baseball terms just came into focus...it was all written down prior to going...so it was easy for the players to understand...the points of winning that is...how to get 1 run and defend against 1 run were all written down up to level 3...what should not be done?...what needs to be

done?...what has to be done for this?...what has to be practiced?...to win is one rank below this, right...the thought process of tracing back was in place I think...From this edge the team changed dramatically...

とにかく、1点をとるんだ、1点を攻めるんだって考え方に絞って、それをやっぱやるのが、野球的に、勝つためのポイントってのがはっきりしたんだよね…で、行く前にもう書いてあるからさ・・・これはわかりやすかったんだな選手にしてみれば…勝つポイントをね、1点をとる、1点を守るためにレベル3まで落としたり何ができんの？…何をしなきゃいけないの？何なら出来るの？何を練習しなきゃいけないの？ってその、勝つということのもうワンランク下だよ…そこからの逆算思考ができたのかな…と。…この辺から劇的にチームが変わったよね

Winning baseball is like this, it became clear around the time of Fukushima, indeed that was it. This red pen, get one more run whatever it takes and defend against one run no matter what. This thoroughness was in place from the pre-season. Can we focus on baseball? Concentration on winning was established.

勝つ野球はこうだとはっきりしたのは福島あたり、これなんだよ、この赤ペン、1点をいかにとるか、いかに1点を守るか。オープン戦でも徹底できた。野球に集中出来るか。勝つことに集中できた。

What is obsess over 1 run? How do you go about obsessing over 1 run? What kind of thinking is used for this? Including things like Super Next...What kind of preparations from everyday routines are put in place for achieving this? It was about this time that it sunk in that all this was all wrong and that it was from inside oneself...So with this as the standard it was like in this case what do I need to do, how do I need to go about arranging it, it is from this approach that preparations can start to be taken care of.

1点にこだわるってどういうことですか、1点にこだわるためにはどうしていきますか、どういう考え方をするんですかってこと。スーパーネクストとかそういうことも含めて。そのためにどういう準備を普段からしていくんですかって。っていうところが、全然違うんだよね、自分の中で。…じゃあそれを基準にこのケースだったらどんな風に守っていけばいいか、みたいな。どう詰めたらいいか、ってことがそこを基準に出てくるわけよ。

Mechanism for Attaining the SR Thought Process from W/L

In 2007 coach worked to get players to thoroughly understand things like running hard through first base, running at a full sprint, leading, and putting pressure on the runner, but this was not a part of the SR flow.

However, it was at this point that coach's consciousness showed change. He stressed the importance of batting and fielding from a W/L viewpoint and demanded it of the players. However, he preached over and over again the importance of things that yielded a 100% result, such as base running (running hard through first/running at full sprint/leading), backup/covering, vocalization, bench work, and the attitude to take after poor batting or an error. From 2008 onward he gradually came to understand why it was important to thoroughly carry out these actions and began to demand of his players specific actions based on Super Next. It was in 2009 that coach himself clearly grasped that this was a part of the SR flow and began to impart it to his players.

Recognition of flow came about it seems just this year (2009). I mean really became conscious of the flow. This understanding was there and while I didn't completely ignore it, it began to come into view and that is why I didn't start it... just how was it supposed to start? That's where I got wrapped up in Super Next.

流れを認識するようになったのは今年(2009年)になってからかな。本当に流れを意識するようになったのは。そういうのわかってた、まったく無視したわけじゃないけど、流れというのがみえてきて、だから流れをきらない、流れきるにはどうしたらいいか。スーパーネクストのところとかがはまっていたよね。

SR-type Player versus W/L-type Player

From the view of the coach who follows the SR philosophy, it becomes clear whether a player's actions are in sync with the SR in the same way as the coach or whether their actions are based on a W/L standard. As a result, the behavior of coach's players began to change as well.

Characteristics of SR-type players. An SR-type player will, regardless of the situation, hold the spirit of continuing in the SR flow and act accordingly. This type of player will tend to also exhibit the following characteristics.

- Feel a sense of belonging to the team and carry out team roles as expected
- Will not be influenced by surrounding circumstances (such as a tense situation)
- Will not be influenced by the team status (such as consecutive losses)
- Will not be swayed by individual results
- Will always challenge
- Will speak up about difficult matters if it is necessary for the team

The coach who guides his team to the team flow state will trust his players, including their human spirit, and will create a team centered around this type of player.

It wasn't like that in 2009, this is how we will win with these guys, we can win with these guys, that's how I felt. Whether it was winning or SR thinking or what, it was what came from within, inside I felt like all the players were SR-type players (well maybe not all the players) but they did make up the center pillars of the team and knowing this gave me confidence.

2009年はそうじゃなくて、こいつらで勝つためにはこうだ、この選手なら勝てる、って感じになってくる。勝てる、っていうのはその、SRの考え方っていうかさ、そういうのが自分の中に出来てて、その中で自分の

中で SR 型の選手を、全員が全員は無理だけど、SR 型の選手がチームの柱・中心になっているってところで自分の中で確信が持ててるわけだよね。

Characteristics of W/L-type players. In contrast to the SR-type player, the characteristics of an W/L-type player are as outlined below.

- Gives priority to personal things over the role within the team
- Will be influenced by surrounding circumstances (tense situations)
- Will be influenced by the state of the team (consecutive losses)
- Will be impacted by individual results
- Will not be able to challenge
- Will not speak up about difficult matters on behalf of the team

Differences between two SR-type players. The coach saw the SR-type in each of two players, sub-captain M (2007) and central batter O (2009). However, among the players there was some doubt that M was an SR-type player. O, who was quiet and soft spoken but a complete SR-type in actions, was seen by the other players as an SR-type player without doubt. M was an SR-type in words but not completely SR-type in actions. In order for the SR mindset to permeate the culture of the team the actions of SR-type players must be on display in various situations.

Field Note 8: the evaluation between the coach and the players

When evaluating players from an SR viewpoint, M was the player with the biggest difference in the evaluation from players versus the evaluation from the coach. While O and M are similar, there is some question as to whether O's actions are ultimately

SR based or not. When M displays SR actions during a game the team seems to be extremely happy. With his words M seems to understand and seems to say more than O. Let's all carry on with SR thinking is his vibe and is reflected in what he says... From the viewpoint of everyone he understands the SR way of thinking, but has difficulty in transferring it into action which is a source of frustration to all. For some reason M is unable to transfer it into action. O doesn't say much but lets his actions speak clearly in actual game situations.

Differences between two W/L-type players. S (2007 cleanup batter) was a prototypical W/L-type player who tended to spread negative energy around him. He was not about the team, which according to coach's analysis was attributable to the fact that he plays baseball to live up to his father's expectations and to the fact he is not capable of discarding his pride. In terms of his pride it came from the sense of responsibility peculiar to the cleanup batter who feels that above all else he is the one that must get a hit. To further elaborate on the background behind his state of mind, he had a desire for fame, wanted to be brilliant, wanted to stand out, wanted to go pro, and had a strong desire to produce results. S was the kind of player who, if he didn't get a hit, not only would show his displeasure to those around him but would make repeated childish utterances.

Coach tried to mold S into a player who could hit and continually appealed to his skill alone. Because the coach had yet to establish his philosophy and had centered the foundation of the team around W/L-type players, the lack of growth and improvement in S's game was something that just could not be overcome (at the end of the 2007 season in the championship deciding game he did not play). For argument's sake, if he had been a

central player in 2009 coach said that the other SR-type central players would have complained about why he was being played when he was not capable of using the Super Next mentality.

I (2009 cleanup batter) on the other hand, very seldom spread negative energy to the rest of the team even if he did not get a hit. If he was not hitting, the way in which he was viewed by those around him was different than it was for S according to the coach. He really understood the coach's philosophy and tried to work together to build the team. Though he was not able to communicate with the team he did not shake or disrupt the "backbone" of the team.

So just what was the difference between these two players with the same W/L-type style? One difference was likely associated with the different baseball training styles they had been exposed to. There was I, who had played on a high school team where spreading negative energy and such would absolutely never have been permitted, and there was S, who had constantly been given preferential treatment and pampered on his team.

However, more than anything the biggest difference it seems was the team value system during their university years as underclassmen. I had been the number four batter as an underclassman and had experienced firsthand when a player (senior) who could not follow the Super Next thinking process was taken out of the starting lineup. He had come along during the struggle to build the team around SR-type players well-versed in the excellence-centered philosophy at a time when this value system was already established. He may have unconsciously thought that Super Next was good from the viewpoint of

who continued to be selected to play in games.

Thinking about S now and being able or not to swallow one's pride... he had a sense of responsibility peculiar to the cleanup batter who feels that above all else they are the one that must get a hit, he had a desire for fame, he wanted to be brilliant, wanted to stand out, and wanted to go pro so these were his wicked intentions..it was his strong desire to produce results...that's what got him going in a bad direction.

Sは今考えると自分のプライドを捨てられるかどうか…あくまでも自分が打たなきゃだめなんだという4番打者を任された人間特有の自己責任感や名誉心、華やかさ、目立ちたい、プロに行きたいという邪心というか、自分の成績を出したいという欲求…それが悪い方向に働いた。

It was because of spreading bad influence through the team that he (S) was removed from expectations...He would go from I have got to get a hit, to not getting a hit and then would lose his motivation...There is a right way of going about not getting a hit, right. You should change your mindset right away but he would crash hard into his own little world. In that sense if you don't get a hit then that's alright but he would get progressively impatient...If I was to say what happened. In the case of I and the influence he spread around him there was less bad influence than S. There are always the things that should be said during a game but considering their attitude toward baseball, the personalities of each, and numerous other aspects, it felt like the bad influence spread by S was not spread by I. So keeping in mind what kind of player he was it felt like he could still be used.

(Sは) チームの周りに悪影響を及ぼすという意味で期待から外れていった。…打てなきゃ打てないでやる気がなくなっちゃったり。…打てないなら打てないなりのやり方ってあるでしょうと。すぐ切り替えてってあるでしょうという中で自分の世界にどっぷり落ちてっちゃうっていうかさ。そういう意味で、打てないなら打てないでいいんだ、っていうところがだんだん歯がゆくなってきたわけ。どっちかといったら。Iの場合は、やっぱ周りへの影響ということ言うとき、Sほど悪影響ないわけ。まあその試合の中でどうっていうのはあるけど、まあやっぱし野球の姿勢だとかさ、本人の性格だとかさ、色々な部分を見ると、Sが与えていた悪影響っていうのをIには感じてないわけ。だからそういう選手だと思って使えばいいかな、と。

At any rate with that boy (S) it was always about trying to get him to hit from a skill level only. But even working with him on a skill level it always seemed like there was something inside him that got in the way.

とにかくあいつ(S)が打てるようにしようっていう技術の面だけをあいつに求めていたわけだ。でも技術的なことを求めていたんだけど、どうもそれだけじゃないあいつの中に何かがあるなっていうことに気付きました。

There was also something inherent with I, but there was never the thought of removing him. Never really got the feeling he understood the backbone or was playing together with them but there was no rocking or shaking of the backbone...He was not the kind of player that the core backbone players would ask the coach about why he was playing him. That would not be the case if S were to be here now...They would question why and point out that he is not capable of using Super Next. Well, I guess this might have something to do with how they are being trained and nurtured now.

I もまあ本質的にはこう、外れてはいないんだろうなっていうんだよね。本当に幹をわかって一緒にやってくって感じはないんだけど、幹を揺らすようなことはしないかなっていう。…幹で使われてる選手たちが、監督、何でこいつ使ってるんですか、っていう選手にはなっていない。ここにSが来たら、何で使ってるんですかってなるよ。あいつスーパーネクスト出来てないじゃないですか。っていうところなんだと思うんだよ。まあ僕が良いっていえばそれまでなんだけど。

According to Janssen (2002) a player's connection to the team can be broken down and classified into 6 levels.

- 1) Level referred to as resistance force. As a member of the team there is a clear departure drawn and the player operates based on individual motivation alone.
- 2) Grudgingly takes part level. Somehow takes part with the team but is not heading in the same direction as everyone else.
- 3) Takes part merely at a kindred buddy level.

- 4) Does what the coach says level. Understands what should be done, takes the right actions, and also understands the importance.
- 5) Self-responsibility level. Does not operate as instructed by the coach so much as pours energy into gaining victory for the team.
- 6) Optimal level. Wholeheartedly operates in attaining team objectives and is able to do whatever is necessary for this.

In this context it is the level 5 and 6 players who are the SR-type players. For level 5 the “does not operate as instructed by the coach so much as” thought process represents the boundary for SR-type players. This is the distinguishing point that differentiates these players from W/L-type players.

Establishment of an Unshakeable Philosophy

Creation of the team flow state is premised on the coach being able to understand the core foundation of his or her own philosophy and being able to create and sustain an unshakeable state. Coach offers up the 2007 season as an example of experience with having one’s own philosophy shaken to the core and not being successful accordingly. This is reviewed in contrast to 2009 when an unshakeable philosophy was in fact established.

From Managed Baseball to Relaxed Baseball

2007 Managed baseball. During this period the coach felt he understood the thinking behind “jump from the edge” and “Next” but it was only conveyed in the abstract sense. What was at the core and what were side issues in terms of the way he wanted to play baseball remained unclear. In other words, in this period the coach had yet

to establish his philosophy. Nevertheless, the players sought to apply their ideals based on the kind of baseball they wanted to play and the experiences they had gained as individuals, and tried to do their best with focus on winning. The feeling of the players was that they had better act in line with the intentions of the coach. As a result trust in the players was not possible. There was a period when there was even some doubt as to whether the players really wanted to win. This led to frustration and questioning why the players were not taking initiative of their own accord. Coach was disappointed in himself for not being clear as to the basis of what he wanted them to do. For example, he allowed the “obsess over 1 run” mantra to not be understood for what it was, while having the players run hard through first and run to first at a full sprint. This was a time characterized by a tough environment created deliberately. As such, this tension-filled atmosphere led to a negative mental state relative to the next action, and some players withered from it. However, some of this could be attributable to the fact that the coach was still a relative newcomer and his tactics were still relatively unclear.

I was just like myself, I didn't have enough communication with each of the individual players...It was a little thing but the student coach told me it was okay coach but please smile...and yeah he told me they wanted a little more clarification on operational tactics...

俺的には、個々の選手とのコミュニケーションが足らなかったな…細かいことだけど、学生コーチが、いいから監督はニコニコしてて下さいって言われた…もう少し作戦の戦術を明確化してほしいって言われたね…。

There were some firm and unwavering things inside me so I know we can make some baseball together...no deviation in the direction...yep I think that can be done...So it would have been nice if this had taken root last season but it didn't

and there was a sense of rejection inside me that I took out on them... as far as sensitivity... So I used S all the way through the H University game but inside me it was already forsaken apparently. This feeling of having had it with him had really gotten strong. This was symbolized most by leaving him out of the W University game for sure.

自分の中での揺るぎないものがあるから一緒に野球をつくるってことが出来る…方向がずれない…たぶんそうだよ。だから前期ははまればいいけど、はまってこないとき、拒絶反応を自分の中で起こし出すんだよね。感覚として。だから H 大学戦まで S を使ってたんだ、でも自分の中ではとっくに見切ってた、みたいなね。見切ってた思いの方が本当は強くなってたんだよね。その一番の象徴が W 大学戦で外したってことなんだよね。

Tried to do things right... so got overloaded on winning, tried too hard to get them to do things right, the approach was all wrong, so anyway that is the part of the story about not trusting the players...

うまくやろうとしちゃった…だから勝とうとし過ぎて、ちゃんとやろうとさせ過ぎちゃって、アプローチの方法が全然違って、だからまあ選手を信頼してなかったって話なんだけど…。

Practices were conducted in a tough environment, that's because the same thing is true for games, but holding the strict tough practices was, well it just wasn't a very good idea... if It's not voluntary. Having the intention just doesn't cut it.

練習を厳しい雰囲気やって、それが試合とおんなじなんだから、練習を厳しくやるっていうのは、どうもあんまりよろしくないな…萎縮する選手もいるような気がしたな…自発的にでない。意図的につていうのは無理。

Tried but did not go well... I agonized... What I was trying to do it seems was play managed baseball... or something like that... It went from this is the way I would like to see things done to managed and controlled... Tried to get to fit, tried to fit but to no avail, could not get the direction shifted and I guess I just got frustrated... Got even further angry with myself...

やってはうまくいかない…悩んでるね俺…やろうとしてんのは、管理野球やってんじゃないのか…とか…こうなってほしいってことで、管理に

なってしまうんだよね…どうしてもはめようはめようとしてはまらなくて、方向転換できずに、イライラしてたんじゃないかな…まさに自分にもがいてるんだね…。

Tossed from ideal theory and into a world of what is acceptable. Within this realm of what is acceptable the thought process becomes one of if I use this guy in this way it ought to work. If found to be unacceptable then they are labeled as not good. Once labeled as such then it is a matter of pushing them to do it this way or that way specifically...So why don't they do it?...I mean it's about those who seize upon it. Acceptable means thinking about how best to make use of them.

あるべき論から外れるとき、許容って世界が生まれるわけじゃん。許容の中で、こいつらを活かしていけばいいんだな、って考えるようになる。許容しないと、ダメだってレッテルを張る。レッテルを張るからこうすべきだっていうのを押し付ける。…そう、何でやんないの？って。だから、捉え方というかさ。許容するってことは、活かすってことを考え出すよね。

Do this and do that, from 2006 to about 2007 it was about trying hard to get not only the tree trunk (backbone) but the branches and leaves, so to speak, going in the right direction. But I still had not clarified my core beliefs so this period was a bit fuzzy. Yes this was about creating the entire tree with the utmost effort. In so doing progress would surely be made. Why, why, why, why, trying so hard to do it.

これもあれもっていう、幹だけじゃなくて枝葉の部分も、2006年から2007年の頃はきれいにやろうとしてたわけだよ。でもまだ自分の芯がはっきりしてなくてぼやけてる時代だから。こういう木をつくろう、と一生懸命やってたわけだよな。こういう木をつくろう、と。そうすると伸びるじゃない。何で何で何で何で、ってやってるわけだよ。

It was all about the theory of baseball I had assembled up to that point. Encapsulated within this was all of the successful experience I had accumulated through playing baseball. This included my school days and me myself wanting to play the baseball that my coach at the time (coach M) wanted to play. It was a multitude of desires I wanted realized, with utmost effort, last season. I understand it perfectly.

自分で今まで組み立ててきた野球論ってだけだったんだよ。そこに自分のやってきた野球の中での成功体験ってのが入ってたり、自分が学生時代に監督だった M 監督のやっていた野球を自分でもやりたいとか、色々な自分の欲求を実現化しようとしてたんだよ、一生懸命。前期は。それははっきりわかってるんだ、俺。

2009 Relaxed baseball. It was coach who made great progress in 2009. One main reason for this growth was his embodiment of an excellence-centered philosophy. It became clear that above all else the most important thing was to trace back to the actions from the SR, such as in the challenge flow and CS flow, and incorporate this into the normal routine.

In so doing the unessential peripheral details could then be accepted. Specifically, if a mistake resulting from a challenge could be traced back to an action from the SR then it could be actually considered an acceptable mistake. Both coach and players came to this understanding. In terms of coach's coaching philosophy he came to accept a players individuality and to use it as long as the player had an SR way of thinking.

The result of this was the ability to capitalize on the identity of players. The most significant change and what came to be thought of as the most important thing that coach did was his creation of an environment within which the players could play with a feeling of ease. By keeping the SR flow going, players received approval from the coach as well as from their teammates, thereby creating a relaxed setting and in turn allowed the focus to be on the creation of the playing environment. There was no question that the excellence-centered philosophy was in place and that it was beginning to be manifested in thoughts and actions.

(Review of the 2009 spring season) Got tight...I think we just got tight in the conference game. Strong feeling of we got to do it...And in the end in a bitter struggle we got beat. We took it at N...It was something...Conscious of the #1 in Japan we went after it, yeah we have got to produce a result, it was this got to produce a result thing, couldn't take it to level 3...that was where the problem was I think...Everyone was feeling the got to get the championship thing too strong, too much of the got to do something, and we just got tight...That was the point...That is the trick!! That is where the trick is...To obsess is the thing, just what is obsession without knowing what it is, it's just obsession...

(2009年春シーズンを振り返って) 硬くなったな...リーグ戦硬くなったんだと思う。やんなきゃみたいなのが強くて...で結局接戦で負けてるじゃん。Nで取ったんだけど...すごいなんだろう...日本一ということ意識してずっとやってさ、やっぱ結果出さなきゃ、結果出さなきゃということさ、レベル3まで行けずに...そこまで行けなかったんだと思う...みんな優勝しなきゃってのが強すぎて、なんとかしなきゃが強すぎて、硬くなった。...ね、そこだな...そのコツ!! そのコツだよ。...こだわることなかで、こだわることなかわからないままこだわっちゃう...

Yes that is right, so then to speak from the beginning, it's about coming to understand yourself at the core, that is what is important. Anything other than that are just unessential details and by that I guess I mean acceptance...To put it simply once you come to understand the backbone then you can handle whichever way the wind blows. In this sense it means acceptance...Once this backbone of such and such a length is used it is ok. So the individual identities are recognized and tolerated as a matter of course, and that is what recognition of individualism is all about. So it is not about things like voluntary practices or anything like that. The backbone is absolutely not negotiable. It really felt like everyone came to embrace this backbone, as far as the image...(the common backbone) I think it was in place...So it was about integrating this with your own backbone of reasoning. If you were not in sync then it was like getting angry...yep. So like I said earlier it was about things like talking to the players and I felt like that was cleared up.

そうだねー、だから、やっぱりその冒頭に言った、自分の中の芯ってところがわかってきたなっていうか。っていう、そこが大事なところで、それ以外のことはあとは枝葉の部分で、という意味での許容かもしれないな。...簡単に言うと、だから、この幹さえわかってきたら、どういう風に行ってもいいじゃないか、と。そういう意味での許容がある。...この幹のこの長さで使えばいいじゃないか、と。だから個性も普通に認め

られるようになったし、個性を認めるってそういうことだよ。だから自主練とかそういうことじゃなくて、この幹絶対に譲れないって。その幹にみんなくつついてきたって感じだよ、イメージとしては。…（幹の共有が）出来たと思う、俺は。…そこはだから、自分の中の幹に合っていれば良いし、合っていなければ怒る、みたいなさ…そう。それはさっき言ったような、選手に話すこととかが、はっきりしてきたんじゃないかなって思うわけ。

Accepting mistakes because mistakes happen, not just saying but actually feeling it was the point. It is like having a bodily sensation or experience.

許されるミス、ミスはあるもんだから、っていうのが言葉だけじゃなくて実感としてあるわけだよ。体感で持ってるわけだよ。

As the players began to play with even more of a feeling of ease it was just the best, it felt great. From there it was the power of the players. It became about letting the power of the players be the deciding factor between winning and losing. There are of course times when luck or destiny plays a part too. But, well if you think that getting to stand there on the ball field is your job then getting them to play to their hearts content is the greatest job of a coach. In some sense anyway... The players were playing with a relaxed feeling of ease I think... They would challenge and if they didn't get a hit then it was on to Super Next and it was all ok, everyone around would recognize. The team would recognize and acknowledge... It was on to the next batters cycle as a matter of course.

選手がいかに安心してプレーが出来るかってこと、それが究極だと思うんだよね。あとは選手のカじゃない。プレーヤーの力が、勝ち負けを決めていくわけ。時の運もあれば。だけどまあグラウンドに立たせるまでが仕事ということで考えれば、いかにそこで思う存分やらせてあげられるかっていうのが監督の最大の仕事だと思うんだよね。ある意味では。…選手達はたぶんのびのびやってたと思うよ。…チャレンジしに行って打てなくても、じゃあ次のスーパーネクストやってれば、全然 OK、周りも認めてくれるってところ。チームとして認めてくれるってこと。…だからネクストバッタースサークルにいても、別になんてことない。

Background behind the Coach's Shift to Relaxed Baseball

In terms of the shift that coach made from managed baseball to relaxed baseball, there was of course the establishment of his own philosophy, but behind this shift there were also events that had impact on this change.

Spring 2009. It was at this time that the K University Baseball team held its annual spring training camp in the United States. It was at this training camp in the United States that the difference between an SR-type player and W/L-type player came to be understood. Upon returning home, it was realized that the student coach Y who had a W/L mentality, did not understand the difference between the two types of players, which was a great disappointment. The number of student staff had increased resulting in the players being overprotected. Conversely, there was an impression that the players were being bundled together. Just prior to the conference schedule starting up many players seemed uneasy and anxious in practice. We should have been honing players to contribute to team victory; instead, it felt like we had created an environment for players to work for all they were worth to produce as individuals, and that was the kind of player we were creating. Furthermore, Coach thought that the players seemed not to be spirited or energized, and it felt like the players needed a break.

I had the impression that the leaders had gotten the players frozen stiff...Despite trying to create players to contribute to team victory this was not happening. Instead the result seemed to be the creation of an environment that was yielding players doing their utmost to produce individual power. Prior to the start of the conference season there seemed to be many players that were quite distressed in practice. An environment of going all out had arisen... Practices are important but the number of leaders had increased and this had resulted in the players being overprotected. It felt like the leaders had gotten the players frozen stiff...From an objective viewpoint the players did not have spirit or energy...the

players needed a change bad...A certain amount of freedom is valued but the balancing of this proved difficult...So I managed baseball...yeah I did. I think it was the meetings I had with Y after each game that got me thinking...

幹部が選手をがちがちに縛ってたって印象があった...チームの勝利に貢献する選手は、つくろうとしてもつくるものではなくて、自分の力を出し切る環境をつくった結果、そういう選手を生むんじゃないかってことをいっていて、リーグ戦の前とか結構苦しみながら練習している選手が多かったってことで全力を尽くせる環境をつくろうってなったんだな...練習が大事だけど、幹部が増えて、幹部が過保護になった結果、幹部が選手をガチガチに縛ってたんじゃないかって...そんで、客観的に見えて、選手の活気がなかったと...選手が発信しなきゃ駄目だと...自主性を重んじるんだけど、その辺のバランスが難しかった。...だから管理野球だね...うん俺、印象として、毎試合後の Y のミーティングだったと思うけどね...

Y was the student leader and a W/L-type player who just couldn't seem to understand coach's value system. Furthermore, the student staff were trying to communicate this same value system with what appeared to be a mandatory "must be done" SR approach. Coach had struggled with these student circumstances in 2007. In objectively observing Y, who was trying to play the W/L based managed baseball, Coach was able to more clearly understand the problem points that he himself had already come to realize. In terms of the approach taken by the student staff, perhaps they played a role in helping the coach visualize the problems with managed baseball.

Differences in Expectations between Players in 2006-7 and 2009

Fall 2009 R (Outfielder). By this time coach had come to rely on an excellence-centered philosophy as a base, and in using the SR as the evaluation standard, he had 100% good expectations of R. He evaluated what the players could do only by what they accomplished in the pre-season games. In other words, if a player had a skill capability of

70 but in the game only delivered a 50 then delivering a 50 was good. As a result of changing to this approach, R was concentrating clearly on achieving level 3 as traced back to the SR and was relaxed and swinging at the first pitch.

By the fall of 2009 coach had already changed to the SR thought process and this value system permeated the team. Within this context R continued to challenge in conjunction with the flow as a natural thought process associated with wanting to play in the games as well as to avoid conflict. It is plausible that he used an individualized W/L based thought process and chose his actions to avoid conflict.

2006-2007 O (first baseman). On the other hand, O was a player at a time when coach still used the W/L evaluation standard, so the expectation was that nothing less than 100% was acceptable. The difference in how the players were evaluated in O's case was that in spite of having a skill capability of 70 he was demonstrating only 50 in the game. So, pressure was exerted with statements like "why didn't you deliver your capability of 70," and with demands that he must deliver. With demands continuing to be placed on O to deliver 70 skill points in a game despite only demonstrating 50, he began to lose self-confidence thinking he wasn't getting the job done.

In effect, R was evaluated using an SR standard while O was evaluated using a W/L standard. If a player feels as if he or she is being evaluated based on a W/L standard the player will default to the result (W/L) no matter how much is said about continuing the SR flow. If the coach's value system is an SR value system and the player has a feeling of ease that this is the team's value system then he or she will be able to move forward in challenging based on the SR thought process.

The expectations are different aren't they. R's 100% was good in my mind...For O he had to deliver 100% was my thinking. He could demonstrate 100 but was only delivering 50...But actually he was only demonstrating 50...So if I had viewed O's 50 as 100 then he would have been evaluated in the same way as R.

期待の仕方が違ってるね。RはRの100%で良いんだよ、俺の中で。…OはOが100%を出さなきゃダメだ、と思ってた。100出せるのに、50しか出てないじゃないかって。…だけど、結局50しか出ないんだよ。…だから、Oの50を100だと見られれば、Rと同じ見方なわけ。

Communicate One's Philosophy in Many Different Ways

The coach's philosophy is to build a team centered around players who continually employ the SR flow-based thinking process that traces back from their SR. This is not easily conveyed to the players through words alone. According to Vealey (2005) it is not enough for a coach to clearly advance a philosophy, rather it is important to put this philosophy into practice in daily life. Exposing players to this philosophy in a variety of situations on a daily basis allows the players to gain an understanding of the coach's value system. Furthermore, this understanding is stimulated further and the value system is spread to the entire team.

Conveying through Words: Players Understand in Their Minds

A coach who uses words to convey a value system is targeting the mind. When values are conveyed through words, players may or may not understand the value system in their minds. If they understand, they may then either accept or not accept the value system. If they accept it, desired actions will be expressed, but if not, the desired actions will not be expressed. If they do not understand the value system, they cannot possibly accept it, and the desired actions will not be expressed. However, very few players are

able to attain understanding, agreement, and action through this approach of words alone.

Convey through Experience: Players Understand through Action

Rather than rely on words, coaches may convey values through repeated actions that reflect the value system. Repeated actions then become habit, resulting in acceptance of the value system.

In comparison to using words alone, an approach whereby the value system is conveyed through experience allows actions to become part of convention or habit, which allows players to understand and accept the value system no matter what their level or what type of player they are. Furthermore, by viewing the actions of players the coach can see whether they understand and agree with the value system and accurately carry out a thorough evaluation of the players.

Convey through Experience and Words: Value System Permeates Team

When values are conveyed through actions that are experienced and acknowledged through words as well, there is a mindset and impetus for players to carry out actions autonomously. Team members embrace a common lingo, understand and agree with the value system and this consensus spreads easily throughout the team

What is referred to here as experience includes daily practices, scrimmages, and preseason games that are all aimed at preparations for the season. Over the 4-year period of the coach's tenure the percentage of practices simulating game-like conditions increased but there were no significant changes in the specific content of practices. However, the 2009 team was thoroughly engrossed in the Super Next process and the same practices took on more of a game-like quality. In addition, there were major

changes in the purpose of try outs and scrimmages, as well as the tactics used in preseason games.

Try outs / Scrimmages

2006-2008

Whether a player was hitting or not hitting was evaluated solely from the viewpoint of skill and technique. As examples, running hard through first, leading off, bold swinging of the bat, and throwing strikes were all the subject of evaluation from a purely skill and technique level.

Try outs were conducted so that it was in effect an opportunity for W/L player skill to be scored highly in evaluations. Because the direction of the coach's aims remained unclear, the players felt as if they were being asked to bat as a contribution to winning but individual results were obtained and compiled. Coach spoke in detail about why try outs had not gone well in the past as follows.

Was nothing more than a test of W/L-type players

W/L 型の選手を試すだけだった

Ultimately it was either win or lose with no link to the next step...I think there were probably players who didn't really get a chance that had probably developed into being able to get a hit in the game but it was win or lose and that was the end...Just talking about winning is not enough, you got to have them take it seriously so this was classified into categories A, B, C, D respectively.

結局勝った負けたで終わっちゃう、次につながらない…チャンスが無かったような選手が試合で打てるようになったとかあると思うけど勝った負けたで終わっちゃう…勝つという事を言葉だけじゃダメでそれをA B C Dそれぞれの範疇で本気でやってもらわなきゃ困る.

The scrimmage games with T University (short inning games carried out one after another) were in the end just that, nothing more than going through a scrimmage.

T 大学式の紅白戦（ショートインニングのゲームを複数こなす方法）は結局やるだけになってしまった

At try outs last season (4th year of coach's tenure) in general terms everyone was given a chance in order to gain consensus...above all else to view and assess skill and technique. Of course this included looking at things like leading, running at full sprint, swinging and not swinging, throwing strikes or not but this was all viewed as a skill or technique.

（任期4年の）前期の時代のトライアウトは、あまねくチャンスを与える、で、納得させる…あくまでも技術的なところを見てた。もちろんそのリードとか全力疾走だとか、振るとか振らないとか、ストライク入れるとか入れないとか、そういうところも含めてだけど、それも技術として見てた。

Also in the summer of 2009 a system was utilized where players who committed an error were substituted out. The effect of using this method led to tension and going to the trouble of conducting scrimmages to simulate game conditions for this reason alone was not necessary. The purpose was half-hearted.

It was with the wind swirling around in this atmosphere that I came to the realization that this was the end, this was really the end of it. Until try outs this spring, players were yanked when they made an error. I spoke to E about it. Do you remember? In the spring of 2009 at the end of the H University game when our chance at the championship was lost, with all that pressure of playing and if you made an error you were out...In the spring of 2009 just before the W University game after losing in the sixth week, that night I got everyone up and made them do swing practice. Yeah, I really did that. It was like ok let's get ready for the fall. So having said all this I still didn't know what it was we were supposed to be obsessing over. It was that level. It was half baked.

そういう風になってったのってさ、本当最後の最後だと思うんだよね、俺。春くらいまでのトライアウトってエラーしたら変わる、とかだよ。

E氏とかと話してさ。覚えてる？2009年の春にさ、H大学戦かなんか終わってさー、もう優勝無くなって、プレッシャーの中でやらせてもうエラーしたら交代、なんてやって。…俺は2009年の春のW大学戦前の第6週に負けた日に夜、全員で素振りだーなんてこともやってるわけだよ。やってんだよ。もう秋に向けてだ、と。だから、そうは言いながら、まだ何かにこだわってんだよねー。この段階でねー。中途半端だったんだよねー。

Summer of 2009

Coach himself established an excellence-centered philosophy and came to clearly understand the difference between SR and W/L. With this coach began to search for players that could sustain the SR flow, that is to say players that could be used to realize this philosophy. It was at this time that he began to think about cultivating SR-type players, and discovering or uncovering them in try outs and scrimmages.

The first thing was to give all players a chance. The entire team was broken down into 4 groups. Up to this point this was no different than the method employed before spring of 2009. However, in the try out and scrimmages in the summer of 2009 he conveyed a value system whereby it was important for everyone to think about what should be done in order for the team to be victorious. As a result the purpose became to cultivate and discover SR-type players. For this purpose the 3rd year players (juniors) were tapped as captains, each team was to hold practices and meetings every several days, and all members were to head to training camp as a winning team with no conditions.

By tapping the juniors as captains the W/L-type players were given this responsibility and were thereby able to gain a “my team” consciousness and sense of independence. Furthermore, this conveyed the value system to the players and instilled a

sense of responsibility to the team for continuing Super Next and level 3 actions in conjunction with the SR based on coach's philosophy. As an example of "my team" consciousness, the catcher N as captain of the winning team (in try outs) was drawn into this philosophy. N was a highly capable W/L-type player who had yet to become a central player on the team. However, he injured his leg the day prior to try outs. Despite being kept from playing by the trainer he still volunteered for play on the field. In the end he did not gain permission from the trainer and was forced to sit out of play. However, there was a clear change in N's consciousness felt by those around him, and there was a sudden boost in the team morale (N did captain during try outs).

In addition, by having each team carry out practices and meetings, the team had to think about what actions to take in the context of their value system in order for the team to achieve victory, which afforded them experience in the CS flow. Having practices and meetings "every several days" was in actuality a key point. Because it is difficult to improve on skills and technique every several days it helps the players think naturally about how to maximize their abilities given their own respective power. In other words, seeking to demonstrate skill raises the consciousness in their heart to move in that direction, and they are able to gain experience with an emphasis on the importance of the SR.

The consciousness of having all members head to training camp as a winning team with no conditions was designed to instill a desire in all members for the team to win. The catcher N was a good representative of independent SR action experienced with desire.

Of course coach observed activities from a skill/technique viewpoint, but this was not all he used as a judgment standard. He carefully observed players from a skill/technique plus intangibles viewpoint, with an eye for such things as whether they could jump from the edge, whether they were capable of Super Next, and whether they could maintain the challenge flow and CS flow. He himself had a firmly engrained excellence-centered philosophy; he understood player growth and that players being able to play in games with a feeling of ease would result in a path toward winning. From this viewpoint he was able to thoroughly examine whether a player would help the team win or not.

Mainly that was it, it was not about trying to get a bunch of kids who didn't know anything to buy into the system but number 1 it was to plant the seed of a my team consciousness and have them understand what they could and couldn't do through self-positioning and tracing back to instill this in practice. So this was the purpose...Because of this only a part of the kids would become persons of concern. For those kids who really weren't part of the persons of concern there was no theme or subject for them no matter what they thought. This year's team in this sense then, is made up of players who know what needs to be done to ultimately have the team be victorious.

大体そうなんだよね、何もいる子たちを納得させる為にわけにやったわけでもなく、マイチーム意識を植えさせるって言うのが第1で、その中で自分ができるできないの自己ポジションを知って逆算でそこを練習してくれっていうのが目的だから…当事者になる子は一部だから。ほんとの当事者になってない子たちにそれをどう考えろっていても題材が無かったと。今年のチームは結局チームが勝つためにどうできるかっていう選手を作ろうってやってきた。

One more thing was the transformation that came I felt from making the juniors captains, there was a byproduct of this...a sense of responsibility was born.

もう1つは3年生をキャプテンにする事によって思わぬ大化けが出たって、副産物が出た…責任感が生まれるんだな

In last year's try outs I did in fact search for SR-type players. To be honest...I looked at last season from a skill/technique viewpoint and who was utilized in games...and in one way who got hits and who didn't. From last season I looked at them also from a viewpoint of what their attitude was after getting a hit and not getting a hit, I think as well...At least that was what it should have been. So I wanted to use all the members on the winning team. That's right, it is those with the desire and then what they do with it from there.

後期のトライアウトは、SR型の選手を探すためにやってる。どっちかという。…前期は技術的な観点で試合で使える奴は誰かなって見てた…ある意味打てるか打てないか。後期は打てても打てなくてもその後の態度がどうか、という視点も含めて見てた、って感じかな。…むしろそのところを。だからその勝ったチームを全員連れてくなんてこともしちゃうわけだよ。やっぱ欲求がある中でどうするかだからさ。

Exhibition Game Tactics

2009 Spring Exhibition Game Losses

Games we were winning were all lost right before my own eyes. They did not play baseball to win. In particular the coach's utilization of pitchers was a problem. There was no judgment about what the exhibition games were for within the coach's philosophy. They merely represented one part of the schedule in preparation for the conference season. As a result, the positioning of the exhibition games, what they were played for, and the tactics to be used in playing them were not clearly indicated to the players. It was under these circumstances that the exhibition games were played with neither players or the team self-positioning for winning. Players were using self-positioning to level up on an individual basis and this did not translate into the roles and actions they should have been performing if traced back to the SR and the excellence-centered philosophy upon which it was based.

2009 Summer Preseason Games

The tactics that had been used in the preseason games prior to the spring season were reviewed. After reflection, the summer preseason games were treated with a consciousness of applying the same tactics as conference games propelling them in analogous fashion toward winning. In game-like conditions with a consciousness of standing at the edge, the rehearsal was carried out including such things as consecutive game pitching. Despite it being preseason, W/L players were not used except for the standouts as in the conference games.

The coach had created an excellence-centered philosophy himself, and thus players SR of “obsess over 1 run” was thorough and consistent. Players were focused on winning, and the notion that these games were not for individual achievement had become thoroughly accepted. In addition, when results were not forthcoming despite challenging, the coach had players thinking what should be challenged next, and he began thinking along with the players.

Lost them all (2009 spring preseason games)...And well...the utilization of pitchers was bad...Finally changed that this fall but just kept testing and testing...would put them in knowing it was not good...and in games we were winning would just fall apart and lose before my very eyes...So in the fall we would turn these into wins...Lets go win them I even confirmed with M (student coach). So yeah the preseason games were my biggest failure...But anyway it proved successful in the end I guess because I changed things around and it felt like we really went after it in the preseason...Taking it a step further, there was still a simple part of winning baseball not firmly in place...Working to skillfully and successfully accomplish a variety of things begins by breaking down level 3 tasks for defending to minimize runs allowed...Like throwing a strike on the first pitch to set up the two-and-one...If the ball is driven then lowering the pitch is ok...You know there are a lot of things like that. Somehow or other we must defend to allow not even a single run...So we had to come up with a theme for winning and in the fall with this mindset firmly entrenched we moved toward

winning baseball. The biggest thing in all of this was the utilization of the pitchers...So I followed the standard order in the use of pitchers...If it was decided a pitcher would pitch for 2 innings then that is what we did...Did not let the game dictate this...In short, the main cause of defeat was that we just followed a level 1, 2, and 3 approach without the level 1, 2, and 3 focus being premised on winning...To make matters worse adjustments were inadequate...A pitcher being unavailable because of the flu or something like that...

(2009年春のオープン戦は)全敗した...それはね...ピッチャーの使い方が悪かった...それもね、ようやくこの秋変えたんだけど、結局試し試ししかしていないんだよね...ダメなのわかってても使っちゃうとか...勝てるゲームもみすみす負けちゃうんだよ...秋はそれをちゃんと勝ちにいつて...勝ちに行きましょうってのをM(学生コーチ)と確認したんだよ。オープン戦ってのも、だから俺の最大の失敗だな...っていうか最後に成功したと思うんだけど、やり方を変えて、オープン戦をオープン戦でやっちゃったって感じ...さらにそこに勝つ野球のシンプルな分がはっきりしてなかったからさ...色んな部分で上手くやろうってさ、最少失点に防ぐために、ジャブレイクダウンしたレベル3の話を最初にできた...ツーワンつくるためには、初球のストライクとかね...追いこんだら低めOKとかさ...色々あるじゃない...とにかく1点もやらない守備とか...だから勝つためのテーマっていうのが、秋ははっきりした中で、勝ちにいく野球をしてたんだよ。それが一番大きいのが、ピッチャーの起用だよ...だから俺は、ピッチャーの起用を基本順番にやったからね...決めの2インングとかさ、だからただやっちゃったのね...ゲームとしてやらせないで...要は勝つという前提のレベル1、2、3じゃなくて、ただのレベル1、2、3ってやってしまったのが最大の敗因だね...それに輪を加えて調整不足っていうかさ...インフル(エンザ)で、ピッチャーがいないとかさ...

So in looking back at why we lost those preseason games in the spring, I realized something...It was me who wasn't headed in the winning direction...I didn't use winning pitchers...I guess I thought they had been raised and were ready, my intention was to get them to work on self-positioning but it was not winning self-positioning...It was an absolute value...Winning, it was the theory of relativity...It was self-positioning in the midst of confrontation, wasn't it?...Absolute value self-positioning, get a hit or not, throw a strike or not, it was like that...

で、春何であんだけオープン戦負けたんだって振りかえった時に気づいたんだよ...あつ俺が勝ちにいつてないじゃん...勝てるピッチャー出してないじゃん...それは、まあ育てるといふかね、自己ポジションをとら

せようとして、やったつもりなんだけど、勝つって自己ポジションじゃなくて…あの絶対値…勝つってことは、相対論じゃん…相対の中の自己ポジションじゃない?…絶対値の自己ポジション、打った打てないか、ストライクをとれるかとれないかみたいなさ…

For example, despite this even in those games, if we were losing we still know what to do right?...And if we didn't win then we know what to talk about and we all have to think about it...Even if we do everything well if we don't have the power we still won't win...So it is really about understanding the position of the team, right?...Still falling short in that regard.

たとえば、それでもその試合にさ、負けてたとしたらどうするってのがあるよな?…それでも勝てなかったらどうすんだって話があるけどさ、そしたらそれでまたみんなで考えるしかないんだよね…全部が上手くいっても力がなきゃ勝てないってのも…でそれこそ、チームとしてのポジションがわかるってことだよな?…まだ足んないよと

Conference Games: Players Think up Specific Strategies

For conference games, ways to attack the opposing pitcher were analyzed and communicated to the players. Until 2008 the coach would analyze the student data, discuss with the student in charge, and then communicate specific advice to his players. However, with the 2009 team, instead of direct communication from the coach, information was communicated directly to players from the person in charge of analyzing the data, which the coach said produced good results. In 2009 the players would discuss with the student in charge of analysis and come up with their own attacking strategies. It was felt that if the coach chimed in there would be too much attention focused on what the coach said and the results were not so good.

This is one example of using the clout of the coach to maintain authority over personnel. When the consciousness becomes focused on abiding by the coach's

instructions the SR flow cannot be sustained if players perform with a W/L consciousness whether a good result is produced or not. If the players get together with the head student and think among themselves, and the coach adds his advice to this base, this is a better method.

The person in charge of analysis would prepare materials and indicate to the players the attacking style of the opposing pitcher. The warning the coach gave at that time was “be careful of the low slider” which ultimately was not an abstract instruction but rather an instruction for a specific action.

Other than that, there was a time when I thought about what to do about how to attack the pitcher but I felt with the 2009 team it was better for me not to say anything. Rather than say something strange I just waited until they hit. Let them do it themselves first. If I said something their attention would focus on my comment which was not good. I did not spend much time thinking about how to hit any certain pitcher.

あとはピッチャーに対してどういう攻めをしようかなというのも考えた時もあったけど、それはね 2009 年チームは俺が言わない方が良かった。俺が変に言わないほうが打ってたから。自分達でやってたから。変に言うとそのちに意識がいっためだったな。あんまこのピッチャーどう打つというのは考えていなかった。

The warning I gave when the presentation materials were being made was to be careful of the low slider but that was not good. They already knew that. So I told them they need to think about what it is they need to do. I told them straight.

資料をつくる時に注意したのは、低めのスライダーに注意というのではダメなんだよ。そういうのはわかっているんだよ。どうするか考えなきゃダメなんだよと言った。結構言葉は直させたね。

Difference in Team Consciousness Before the Decisive Game

For the players, the change in team value system and corresponding change in daily practices and games were by no means transferred to a W/L perspective. Just before the decisive game with W University is an example. It was about the importance of being able to continue to sustain their SR flow. In addition, the coach showed a clear change in consciousness himself from the W/L mentality he struggled with in 2007 to the team flow state in the fall of 2009 just before the W University game.

Spring 2007/Before W University Game

In the locker room after consecutive losses to M University coach said, “right now number 1 in Japan is not realistic.” Despite the fact there was still plenty of chances for them to win the conference championship, his emphatic proclamation that the championship had become impossible was taken by the players as a W/L mentality speech.

Thereafter he made reference to how they could win the championship if they could beat H University in consecutive games the following week. The coach had succumbed to the up and down swings from the results and he had conveyed that to the players.

The coach was confronted with the notion that the W University game that season was “ultimately do or die.” This was clearly a far different thought process compared to that at the time of the 2009 team flow state.

At that time it was “ultimately do or die”...That was it...I was expecting too much out of N (catcher)...way too much...just how much did I understand regarding N?...I even have it written down in a memo. Communication was

poor...I really regret that.

この時、「最後は捨て身」…ここだったなあ…なんか N (投手) への期待が多すぎたのかな…あまりにも…で、Nのことをどれだけわかっていたのか…ってメモにも書いてある。コミュニケーションの薄いところと…後悔したね。

Fall 2009 W University Game

In the season we reached the team flow state the possibility of a championship was lower than in the 2007 season but there was a significant change in the consciousness of the players and the coach himself.

Last season (2009 fall) in the game against M University and the game against W University there was a 2 week layoff and absolutely no feel of pressure. Let's make maximum preparation and let's check this or that, nothing unusual was said... There was no tension the day before the game and things were at ease. Things were so relaxed I even got a bit worried... But when game time came they showed their guts. So they seem to get it. It felt like they had grown into adults... The games were at the usual Saturday at 1:00pm slot so they just went about their regular motions of getting ready. I wondered did they understand? There was nothing new to do, they simply did what they always did. No impatience. ...The H equals J mantra didn't change but it wasn't about atmosphere, crunch mode, or the feeling anymore but about look at how much we have trained at H to do it at J... To do it at J means for the team to win. It's not about hitting at J... Of course the pressure is on at J to hit, to catch, and to throw but it is not just for that it is for the team to be victorious... That is the result.

最後のシーズンなんて M 大学戦とか W 大学戦とか 2 週間空くと全然切羽詰まってないんだよ…最高の準備しようとか確認しようとか、言ってる事は変わらない…前の日だから緊張するとかなくて淡々としてる。大丈夫かなって思うくらい淡々としてる。…でも試合になるとがっとなる。だから、分かてるな、大人になったなみたいな感じ…試合はあくまでも土曜日の 13 時からだから、それまでにみんながもっていけばいいわけで。わかてるのかな? 今更何を新しくする必要も無く、今までやってきたのが全部染み付いてるから焦らない。…H = J てのは変わってないんだけど、それは雰囲気、切羽詰まった感ではなく、J でやることをど

れだけHで訓練してきたかってことだな。… Jでやるってことはチームが勝つってこと、 Jで打つためじゃない…プレッシャーをかけたりののはJで打ったり捕ったり投げたりしなければいけないんだけどそれだけの為じゃなくてチームが勝つためだからね…それは結果だからね。

Source of Self-confidence

So why was there so much difference in the consciousness of the respective teams before the first game? I think it was because the source of recovering self-confidence was different for both players and the coach.

For the team from 2006 through the spring of 2009 self-confidence came from a good result earned by the team. Of course this is natural; to be more precise it was only results that led to a gain or loss in self-confidence. Consequently, with a win the championship immediately got closer, but with a loss in an important game the team spirit would vanish even in cases where there was still a chance for a championship. There was no comeback or rallying in the team.

However, the team in the fall of 2009 was in the team flow state. The attitude of the players and coach himself had changed to one whereby all power would be exhausted in order to gain the optimal result. For example, even before a big game, self-confidence can be restored because of having devoted full power to the process up to that point and going all out. It is possible to remain steadfast no matter the circumstances around you and to stay focused on the SR thought process without the highs and lows of W/L thinking even in the face of a big game.

Player Promotions

Practices and games are not the only means for conveying the value system to players. The strongest influence on players is the promotion of a player. A player always has the desire to play in a game. To the player, the promotion by the coach is seen as an evaluation in and of itself. Depending on the method used for promotion, the player tries to raise his own level. Accordingly, the coach must be cognizant of the fact that the method of player promotion is an expression of his value system. Put differently, it becomes possible for the coach to convey his value system through player promotion.

Change in the Standard for Player Promotions

Up until the spring of 2009 players were evaluated from the perspective of their skill and technique alone. Not enough consideration was given to what kind of capability the player could or could not demonstrate in a game in order for the team to be victorious. Players who realized “Hitting Winning Baseball” were promoted and underclassmen who were expected to become such players in the future were put on the bench.

On the other hand in 2009, and in particular from the summer of 2009 forward, the SR standard of “obsess over 1 run” was clear and with this consciousness the coach searched for the kind of players necessary to realize this style of baseball. Players were selected who fulfilled the roles that were needed.

No matter how much skill and technique was demonstrated in practice and other non-pressure situations, this was evaluated as a player with high potential but not necessarily a good player. The evaluation standard changed to the performance demonstrated in a game. As a result, whether a player was a W/L-type or SR-type player

became a huge judgment criterion. In the case of a W/L-type player who showed outstanding skill and technique, the premise was that some scheme would be devised to utilize them as a central player, but always with the clear distinction that the player was a W/L-type player. It was SR-type players who were to be utilized as the central players on the team.

Other than the core group of starting members, the players on the bench were not wasting away in some cases from a skill and technique basis alone, they would not have been on the bench at all. The players on the bench were there because it was felt they could perform a role that was necessary to win.

If you want to talk about the SR-type and W/L-type players then well I mean with the SR guys you know they are SR guys and have trust in them for that. In that sense in 2007 we played without understanding the SR-type versus W/L-type and there was probably some dissatisfaction with the attitude in practice... To elaborate further, during this period (2007) I was about the ideal theory. Yes I was all about the ideal theory. It should be like this and it should be like that. In 2009 it was different. It can be like this. Operating in the "like this" mode. ..So to put it simply, it was like the argument that people are fundamentally bad or fundamentally good. Yep in 2007 I was all about it needs to be like this or it needs to be like that in order to win. In 2009 it wasn't like that. This is how we will win with these guys, we can win with these guys, that's how I felt. Whether it was winning or SR thinking or what, it was what came from within, inside I felt like all the players were SR-type players, well maybe not all the players but they did make up the center pillars of the team and knowing this gave me confidence. Perhaps the ideal theory back in 2007 was just this and it wasn't clear yet because that was back when I didn't understand the SR-type and W/L-type thing. Just what was it, I wonder. I used things like luck, expectations, rhythm, and mood.

SR型だ W/L型だっていうところから言えば、そうだなー、まあもう SR型の奴らは SR型の奴ってわかってるから、信頼しちゃってるからさ。そういう意味では 2007年の方は SR型だ W/L型とわからずにやってるから、練習態度に不満があったり、そういうのはあるかもしれない。…もつとと言うと、この時代(2007年)はね、俺はあるべき論なんだよ。完全に

あるべき論なんだよ。こうあるべきだ、こうすべきだ、と。2009年は違うんだよね。あり様なんだよね。あり様の中で。…そう、だからね、簡単に言うと性悪説と性善説みたいなところ。だから、もう完全に、2007年は勝つためにこうすべきだ、だったけど、2009年はそうじゃなくて、こいつらで勝つためにはこうだ、この選手なら勝てる、って感じになってくる。勝てる、っていうのはその、SRの考え方っていうかさ、そういうのが自分の中に出来てて、その中で自分の中でSR型の選手を、全員が全員は無理だけど、SR型の選手がチームの柱・中心になっているっていうところで自分の中で確信が持てるわけだよね。もしかしたら2007年のあるべき論、自分の中でもSR型とW/L型が分かってない時代だから、あの、明確にね、で、それがああるべき論で、何だろな、うん、期待値とか、調子とかで使ってた。

How to Build the Lineup

Hitting Winning Baseball (2006-2008)

Players who seemed likely to hit and players with good compatibility were used in the lineup based on past record and practices, and on expectations and rhythm from a batting skill perspective. SR-type players gradually began to be utilized, but because there was no conscious identification of W/L-type and SR-type players, there was no real understanding about which players should be played.

Whether a player would hit or not hit was decided by the use of expectations. In the case of T (catcher) he was compatible with N (pitcher) as an example. In utilizing T (catcher) absolutely no consideration was given to how close or how far he was from the backbone or nucleus of the team.

打てるか打てないかって期待値で使ってた。T（捕手）だったらN（投手）との相性、とかさ。T（捕手）という選手がプレーヤーとして幹にどれだけ近いか、幹からどれだけ離れてるかってことを全く考えずに使ってる。

Obsess over 1 run (2009)

While first thinking about tactics, consideration was given to where to deploy the chance maker. Things like, is the player good at bunting, is the player a good runner, and so on, were all taken into account to determine where a player was deployed (for example, 2 outs with man on base, is this a player to show the steal sign to?). Next, consideration was given to where to deploy the point getter (RBI) to turn opportunities into actual runs. In other words, emphasis was put on where to deploy the player to have a strong influence on the outcome (an SR player who is spirited but unshakable under any circumstances). The lineup was built around the SR-type player with the highest skill and technique.

So we put the batting lineup together. And yes while we are thinking about tactics we consider this guy is good at bunting, this guy is not so put on the hit sign, in this spot we need a fast runner, with 2 outs this guy we can get to run and so on... So thinking about bunting and stealing bases the batting lineup is put together. The strong game decider guy goes here. After O (first baseman and cleanup hitter) next is Y who is good at the hit-and-run (2nd baseman 6th batter), then its R (outfielder and batting 7th) who we can run if it is 2 outs and no runners on base, after that it is N (catcher and 8th batter) I think that works. From there consideration is given to who to put in as pinch hitters. If a pinch hitter is used then put in one defensive specialist. If we put this guy in to pinch hit where are we going to put him in the field. In the end if we determine the pinch hitters we didn't run into trouble.

打線を組むのはね。やっぱり作戦を考えながら、こいつはバントが得意だとか、こいつは苦手だから打たせるサインを出すなら、ここらへんに足の速い奴が必要だなとか。2アウトから出たらこいつ走らせられるなどかさ。…バントをさせていくのかエンドランさせていくのかとか考えながら、打線は組むよね。勝負強い子はここで。O（一塁手、5番打者）が出たあとはエンドランの方が得意なY（二塁手、6番打者）ならエンドランをかけるよね。2アウトランナー無しでR（外野手、7番打者）なら走らせて、次、N（捕手、8番打者）ならいいかなとか。あと、メンバー誰入れるかは代打を考える。代打を出したら、守備1枚入れとこうとか。

このメンバーで代打出すならどこかなとか。最後なんか代打が固まっちゃったから苦勞しなかったけど。

Directing Super Next

As his own philosophy was realized, the points that coach saw as important during the course of a game began to change. These changes became apparent in the tactics of the coach and in the way he commanded and utilized the players. For coach the flow of the game gradually began to come into view and his consciousness reflected this. This is also when he began to think about what to do in order to keep the flow from being interrupted. This flow had unquestionably become an SR flow.

It was this year that I began to recognize the flow. I really became aware of the flow. I already had an understanding and while I didn't completely ignore it, it was when I began to see the flow that things changed. So how do you keep the flow from being interrupted? How do you get it started? That is where I started to get into the Super Next.

流れを認識するようになったのは今年になってからかな。本当に流れを意識するようになったのは。そういうのわかってた、まったく無視したわけじゃないけど、流れというのがみえてきて、だから流れをきらない、流れきるにはどうしたらいいか。スーパーネクストのところとかがはまっていたよね。

Philosophy-based Discussion

As previously mentioned, it is important to communicate a value system through various means such as the contents of practice, player utilization, and game tactics rather than through words alone. However, with this in place it is also true that a deeper understanding of the coach's value system can be encouraged through discussion between coach and players. Such discussions are also important because it allows the value system

to be cultivated in an even larger number of players.

These discussions should not merely highlight the philosophy, but also take advantage of the player characteristics and team culture already in place. It should be about how to take things in the direction you have set. In other words, what is important is that the players feel the coach's philosophy through these discussions in the same way that they actually experience it in practices and games. This is not to manage the players, but to have them absorb the value system and work at it.

The discussion here does not mean to simply have a conversation with each individual player, but to have a discussion based on the coach's philosophy (backbone) with the aim of having them share the value system. If a single direction is established by the coach's philosophy there will be consistency in what is asked of the players and it will be easy to create a mutual understanding between coach and players. In addition, if it is clear that taking actions in line with this direction is good and encouraged, this will make it easy for players to carry out actions independently.

Discussions between the players themselves also gradually increased after 2007 with an atmosphere surrounding these discussions that further supported the direction set forth in the coach's philosophy. The 2009 team was able to carry out conversations independently that were consistent with the coach's philosophy even without specific directions given by the coach.

For this the first thing is to be unwavering yourself, if you are unwavering yourself then the discussions that follow will be consistent with this. I dare say the players really were after the same thing.

その為にはまず揺らがない自分をつくっとかなきゃいけなくって、揺らがない自分をつくっとかなきゃいけなくって、そしてあとは対話でこうやっていくのかな。恐らく選手も本当はそういうものも求めている。

First and foremost was to clearly act in accordance with the philosophy from the top. Without having it conveyed to them. Getting them to understand this is difficult.

トップのフィロソフィーっていうものがさ、まずしっかりしてないと。伝えようがなく。理解させることは難しい。

I think that simple discussion is not enough. Mutual understanding is not possible if there is no philosophy and it seems like I can't get them to understand without it... Yep. They get stuck in their own footsteps. Yeah, that's it. I feel like that is true. I mean I had the same type of discussions with them up to that point but the kids in 2009 understood it. Of course they had been around it for four years but it wasn't just the amount of time. It had something to do with what was inside and being clear on what should be communicated. I knew what to say. I knew how to say it. I knew how to convey the action and it felt like it was conveyed effectively.

単純な対話だけではダメだと思う。そこにフィロソフィーがない限りは、相互理解は出来ないというか、わかってもらえることは出来ないと思うんだ。…そう。足場が固まっているからね。やっぱそれだよ。そんな気がするね。だから同じ様にそれまでも対話はしてきたんだけど、09年の子達が理解できたというのは、もちろん4年という時間軸もあるんだけど、時間だけじゃない、自分の中のモノ、伝えるべきモノがはっきりしてきて。伝える言葉になってきて。伝えられる言葉になってきて。伝えられる行動になってきて、で、伝わってたって感じかな。

Discussion to Promote the CS Flow

During the course of interviewing coach the following points became evident about how he conducted discussions to promote player self-positioning and taking independent actions based on an excellence-centered philosophy.

- Listen to the level 1 & 2 actions drawn up by the players before playing, and then get them to express the selected level 3 action themselves.
- If there is a problem with the content of the level 3 action consciousness they have expressed, the coach provides a concrete example to the players.
- Have the players speak about their thoughts on how to connect their level 3 to team victory.

For example in discussion after the game with M (relief pitcher) he was thinking control, thinking throw with control but he allowed a walk (4 balls)... So you were thinking wrong, it's not think control, control but instead what did you want to do? I wanted to throw with control. So how can you throw with control? So while talking about levels and about what he had to do, that was how gradually he gained experience.

たとえば試合後にしゃべったり、M（控え投手）が抑えよう抑えようと思ってフォアボール出してるんだったら、間違ってるとお前は、抑えよう抑えようじゃなくて、何したかった？って、僕抑えたかったですって、どうしたらお前抑えられるのって？レベルの話とかしながら、こうしなきゃダメとかって話をしながら、そういうことをどんどん体験させるんだな…。

Communicating the Background behind Expressions that are Used

One major point when conversing about philosophy-based thinking is to convey the background behind the expressions being communicated. For example, why does the coach think that “swing on the first pitch” is important? It is critical to explain the meaning of this. Ultimately the reason for this explanation is that swinging at the first pitch is not the only way to gain the result of hitting safely. The expression “swing at the first pitch” itself is not what is important, rather it is getting the player to understand this notion and be able to act in accordance with this thinking that is important. If this

expression does not match the team then it is best to use a different expression.

On the 2009 team one mainstay of the team value system was the importance placed on the SR way of thinking. Coach would question the players by saying “Isn’t it okay to be swinging from the first pitch?” In using this expression the players gained understanding of the meaning of “swing at the first pitch” tracing it back to the SR standard. More and more they learned to swing from the first pitch. It was not that “swinging” was mandatory, but through questioning them the players were able to embrace the concept. In the end it was not about being mandatory or about a goal but about a value system that incited them to action.

As a specific example, consider the year 2007 and directions such as running at full sprint to first base. This was simply a mandatory action that required the runner to sprint as hard as possible to first base each and every time. However, on the 2009 team it was swing, and then even if the result is not a hit, run at full sprint to first; the result may be an out, but confidently return to the bench and rather than feel distressed at one’s individual result, yell out from the bench to benefit the team. This run at full sprint to first base was a component of the SR way of thinking and SR flow. The value had been successfully conveyed.

It is about talking and communicating... While these things are brewing, not really at the edge but, while these things are bouncing around, seeing the realization of the importance of challenging, so it becomes all about getting it done from the first pitch, don’t you think. From there the players get engrossed in it and think yeah I am gonna go from the first pitch and that is a good thing. So it is not specifically about a promise to swing at the first pitch. But everyone gains an understanding and more and more start swinging from the first pitch. It is not about a promise it is the value system...(Haven’t I been saying it comes from swinging? is the question here)... Not a word was said. It comes from

swinging. So let's use the catch phrase "swing" for a game. Hey let's do it. That's the kind of thing I'm talking about. It is alright to fail. Nothing wrong with failure. But it's about understanding what has failed. That's what has got to be understood.

語って伝えてるんだろうな。…そういうものが醸成している中で、エッジじゃないけどさ、そういう中で振っていくこと、チャレンジしていくことが大事だっていうことが出来てきて、だから全然初球から行っていないんじゃないの、と。そしたらそこに選手がはまって、そうだよ初球からいこうよ、それで良いんだよって。だから別に初球から行くってことを約束にしてないわけよ。約束事にはなっていないわけ。ただ、みんながわかって、初球からガンガン振ってるってわけ。約束事ではなく、価値観なんだよね。…（振れよって言っているわけじゃないんですか？という問いに対し）全然言っていない。振ろうよって。じゃあ振るっていうことをキャッチフレーズにこの試合やってみようって。よしやるかーって。そういう世界。失敗しても良いんだ、失敗しても良いんだって。でも何が失敗かってことかなんだ。それがわかってないと。

Unique Team Vow: Go All Out with 100% Effort

There are players that misunderstand by thinking that team play means to protect the vows the team has decided on. As noted previously in the 2006-2007 period, O was just such a player. Defending the team vows was important in and of itself, and this was the purpose of going all out with all one's effort. In other words, this was the SR, and it was not the actions traced back to the SR that were to be stubbornly defended with all one's might. To his way of thinking the team vow was to swing at the first pitch by any and all means, so this is what he felt he must do. To him, the swing at the first pitch vow was in and of itself a level 1 action. His consciousness simply did not extend to an appropriate level 3 action traced back to the SR standard.

O thought it was good to swing at the first pitch and that this was being a team player. Team play was based on the vows decided upon by everyone so

following this was his idea of team play. This was not totally wrong. Just what are the vows or promises that have been decided upon is the point though...Hitting from the first pitch is a digression, a minor point if you will. Take a good chance of hitting is a good way to look at it. That is what the decision is about. Should be about doing my best.

(Oは) 初球から振ってあげればいいんだ、それがチームプレーだって思ってる。チームプレーとはみんなで決めた約束事をやるのがチームプレーだと思ってる。それはあながち間違いじゃないんだけど。決めた約束事ってなんだったってとこだな。…初球から打つこと、それは枝葉だと。チャンスで高め打ちます、とかさ。決めたのはここでしょう、do my best でしょう、と。

Angering the Coach

What angers the coach is the creation of anything on the team that impedes the goal of team flow. When a player is scolded the lasting impact is the result (W/L), regardless of the challenge making it more difficult for appropriate self-positioning to deviate from level 3 content at the next challenge.

However, conduct by a player that could disconnect them from the coach's backbone or core nucleus of players (something like looking down after not completing Super Next), even when getting angry, it is vital to convey the importance of the matter with earnest. This is not to placate the player's emotions so much as it is to earnestly convey the purpose of clarifying the value standard. A challenge linked to the SR should not provoke anger even when the result is bad as it is important not to frustrate the player.

Thoughts of a Player Scolded for a Bad Result

If a player is scolded as a result of a challenge it becomes difficult for the player to maintain attention on the importance of the SR; instead, attention stays focused on the bad result (Loss), and the ability to sustain self-positioning is lost.

If a player goes to great lengths to challenge using an SR way of thinking but is then scolded because of the coach's W/L standard, then the player's CS flow is halted and the player will not be able to use self-positioning for the next challenge. As a result, when the player attempts to focus on the next action their consciousness will remain stuck on the past loss. The coach has the power of influence, and consequentially can block the challenge flow and feedback flow of a player. Considering that the circulation of the SR flow leads to the creation of the team flow state, then getting angry can actually have the opposite effect of what was intended and thereby prevent a harmonious SR flow leading to the team flow state.

Well, about that, I quit getting angry about the spring time (2009) I think it was...Not getting angry with them...Only speaking of the positive, talking positive in front of everyone, and taking the unpleasant things to a one-on-one discussion...I think I did well with this given the number of personnel and time. It was because it was small scale...On campus in America... It was when we got back to H that it fell apart...Because of the time constraint and the number of personnel, it was when we got back to H that it didn't work, including Y (student coach) in that, he really changed. The good atmosphere we had in America changed just like that, poof...Y (student coach) tried to show leadership using a W/L mentality...

あ、でもあれだね、俺（2009年の）春の段階から怒らないってのをやりだしたんだね...怒らない...で、良いことだけいうよと、良いことは、みんなの前で言って、嫌なことは、個別に言うよと...それがさ、人数的にも時間的にも出来たんだよそれが、小規模だったから...アメキャンで...で、H帰って来てから出来なかったんだよね...時間的、それから人数的...で、H帰って来てからそれが出来なくなって、こう Y(学生コーチ)も入ってきて、変わっちゃったんだよ。アメリカで良かった雰囲気が、ポッと変わっちゃったんだよね...で、Y（学生コーチ）が W/L の考え方でリーダーシップをとろうとした...

Coach, first of all please don't get mad...then it was please don't lecture me...Players went from please teach me to it is ok if you teach me but...teach

me without getting angry or something like that...Not hard to understand that...Just isn't any good to get angry is it...

コーチはまず怒らないで下さいと...それから教えなくて下さい...選手が教えてと行ってきたら教えていいけど...怒らないで教えなくて言ったのかな...それよくわかる...怒られちゃだめってなっちゃうしね...

(1 week before the conference game opener regarding questions like is it ok to try it in this game? or is it ok to get angry?)...No I can't do that...Maybe...Instead of that maybe for instance I could get mad if they look down after they get hit...

(リーグ戦前の1週間に、こんな試合やっていいのか?と怒ってもいいわけでしょ?という問いに対して) ...それはやらないな...たぶん...その代わりね、たとえば、打たれて下向いてたら怒るとかな...

So just why do so many coaches get angry about results? Put simply, they believe that getting angry is a plus for the team. Coach would frequently get angry in 2006-2007 about player results. In this state the player action cycle the coach had drawn up in his head was mistakenly based on the Next way of thinking. Put differently, by operating with the mindset that the players have to follow to the Next under any and all conditions, the coach is perpetuating situations that make it difficult for players to proceed toward the next action in a positive state of mind. No matter what loss occurs in the game, the players are drilled to push to the Next with all the emotional strength they can muster.

So after the H University game was over (fall of 2006) did we do anything in particular?...No we didn't...I did get really mad...At that time...I was just angry...I said something about how after the preseason games were over you guys weren't even qualified to wear the uniform...So yes I was extremely upset...Do you guys have the desire, the heart to play?...Looking at it from a different perspective, I was simply trying to do my best to create an atmosphere

like the one I thought existed in my perfect season championship days. It was like I was trying to recreate the experience of success at that time. When I was an outfielder and at batting practice I would give every single ball my utmost effort... That was the kind of guy I wanted to see emerge, so I would mention the H=J mantra, it was the same way for me when I became a company man as well... It was things like knowing just how hard it was to lay down a successful bunt... So it was these sorts of things that were not emerging as preconditions to this championship atmosphere, this is what got me mad.

(2006年秋の) H大学戦が終わって何か特別なことやってたかな... やってないんだよな... よく怒ってた... この時は... 結構怒ってたよ... オープン戦終わってから、お前らユニフォーム着る資格ない的な話を... だからすごく怒ってたね... やる気あんのか? みたいな... だから、見方を変えようと俺が思ってる全勝優勝したときの持ってた雰囲気にも一生懸命近づけようとしてただけだったかなと。あの時の成功体験を再現したいみたいな。外野手の時だって、バッティング練習で一球も手を抜かなかったもんなあとか... で、そうやって締める奴に出てきて欲しかったし、だから、H=Jって言ってたし、それは社会人になっても一緒だったしね... だからバントひとつ決めるのがどれだけ大変なるとかね... その前提となることについてこれないってことに対して、怒ってたんだよね。

Getting Serious

Serious players are able to sustain a high level of motivation and continue to act independently. These are characteristics of an SR-type player, and should be directed toward team victory. The coach's ideal is that all players become serious and that they guide the team toward a winning state. However, in reality most cases do not turn out in the ideal image. Consequently, a realistic goal becomes nurturing as many people into SR types as possible; it is about eliminating W/L types and cultivating players that can sustain the SR flow. In effect, it becomes about adding players who can shoulder the burden of team flow.

Field Note 9: Players with a passive attitude

Outside of those SR-type players who assertively participate in the SR flow, there may be a reason that these other players are not part of the flow. For example, there may be players who do not understand how to become involved in the flow. There will always be some players with a passive attitude.

The approach taken toward these players is the key to whether or not the SR flow value system spreads throughout the team. Assertive players make it easy for this attitude to spill over and overwhelm the surrounding members. The way of thinking of the passive players can be easily changed by their environment. As with the 2009 team, if the SR flow value system had spread throughout the team, the assertive players would have found it easy to identify with the value system that “stresses the importance of sustaining the SR flow” and this in turn would have made it easy to participate in the team flow. However, if the value system is not firmly established within the team culture, then as heretofore described it becomes necessary to steadily communicate the value system to the players through such things as practices, games, player utilization methods, and discussions to create a team centered around SR-type players that emerge from this process. Gradually over time the assertive players will come to participate in their own SR flow. Consequently, it takes time to reach team flow.

It is not changing things...It is having things change...The only thing you can do is to create an environment that allows for change...This environment of change itself is also dependent on those guys to be the center of the team and to be mates...That is desirable because the only way to have this is for those guys with this value system to be there.

変えてくんじゃないんだよね…変わるんだよね…変われる環境をつくってあげることしかできないよね。…で、変われる環境も、やっぱそういうやつが、チームの中心とかさ、仲間とかさ…それがいいんだって価値観を持ってる奴がいるってことしかないんだよね。

I believe it was the fall we accomplished this and spoke about level 1, 2, and 3 as well. Yes, it was then the players gained understanding... The important thing about doing this was that it occurred within the players own personal experience. Including Super Next...

多分、秋にやったレベル1、2、3って話も、そこだから選手が理解できたんだろうな…そうすることが必要だって事が選手の実感の中であったんだろうね。スーパーネクストってのも含めて…

In addition, there were also players who felt that if something bad happened to the team it was their fault. For these players who think of team happenings as their own, the key to having them independently think with a “my team” consciousness is the coach communicating to each player that what they do will be evaluated in relation to significant worth within the team. In other words, it is not about getting these players to follow team rules or strengthening individual characteristics but about whether the coach can convey the desired individual actions and roles to them. The following was expressed about these approaches in the course of interviews with coach.

Independent thinking is to think on one’s own accord about the direction of the coach’s structure and to act accordingly.

主体性とは、監督の考える組織の方向性で自ら考えて行動すること

The emergence of independence it seems to me, no matter how much return comes from individual players getting their chance in the spotlight as a leading player, comes in the end partially from the independence of the guys themselves. Ultimately they are each and everyone self-reliant individuals so it not a their

world scenario but a my world one where you each experience it once with the light on you, yeah you... But this is not about an individual interview rather it happens within the team evaluation process. From the coach's viewpoint it happens one individual at a time but with the conversation being about the team. In the end it is understood that what you do is within the team context.

主体性が生まれるのも結局どれだけ個々の選手に主役のスポットの光を当てられたかって言うことへの見返りが彼らからの主体性っていう部分もあるのかなと思う。…結局彼らは一人ひとり自立した個人だから、お前らはの世界じゃなくて君はの世界で一回は光を当ててやってみてごらんっていうのがあったんだろうな…ただそれが個人面接っていうことではなくてチーム評価の中で当たる。監督からみたら個々に当ててるんだけど、チームに当たってるっていう話。結局チーム事の中で自分が何をするかわかってる。

Players getting serious should always be directed at team winning, but if the coach has a W/L value system, even if the SR-type players are at the center of sustaining the SR flow, the value system will be slow to permeate the entire team. Players operate in conjunction with the coach's value system, and most notably with the player utilization methods employed by the coach.

As long as the coach's value system remains unclear the W/L-type players will assume that evaluations are based on W/L. In 2007 the coach maintained a W/L mentality, and those players attempting to spread the SR value system were mostly unsuccessful so that the team flow state was not attained. Before all else, the coach must gain a deep understanding of the SR way of thinking and put it into practice.

Organization Building

In the 2007 season, student coaching staff were added to augment the approach and prepare the building of the organization. However, coach was not deeply involved with organization-building, but instead outsourced this to his newly added student

coaching staff.

In short, the student coaching staff was in charge of spreading the SR value system. Although the coach approved of this initiative, he conducted practices, games, and player utilization based on a W/L thinking style. The approach taken by the student coaching staff entailed imparting the SR value system to some of the central players and senior upperclassmen, but the pace was slow and inefficient. The coach, while having responsibility for personnel matters, was not clear on his value system and did not sufficiently put it into use with his student coaching staff, who were the ones communicating and spreading the value system. As a result, in 2007 there was no feeling of trust between the coach and players, and fewer players participated in the SR flow compared to 2009.

The ideal theory inside of me is strong. Is this good or is it bad... In 2007 I thought it was no good, something was just not right. So I wanted to do this and wanted to do that, the feeling was strong. I mean R (2007 student head coach) and the guys really did it and that was good, yeah it was. But what was good in order to win was like thinking all alone about it. It was like yeah the coach is gonna win... (in regard to the comment that it kinda seemed like the building process had been outsourced to the student coaching staff in 2007) Hmmm, yeah that might be true. Yep that is accurate. We did not anguish over this together which is the point.

俺の中であるべき論が強いんだよ。それは良い、それは悪い、と...2007年はこれじゃダメだと思ってるわけだよどこかで。だからこうしたいあーしたいってのが強くて、だからー、まあ R (2007年学生ヘッドコーチ) 達もやってくれてるな、とそれはそれで良いよ、なんだよね。だけど勝つにはどうしたら良いか、一人でこう考えてる、みたいな。監督勝たせます、みたいな。... (2007年の学生コーチング・スタッフ達は何となくアウトソーシングされてる感じだったというコメントに対し) あーあー、それはそうかもしれない。それは的確だね。一緒に悩んでないんだ、だからそこは。

So in that sense that's what it was about, the Super Next thinking, the max and min target thinking, and things like this, the process of becoming SR-type players was the important point, this process was the link to being able to form the backbone of the team and it was this I became obsessed with. It was a world of do my best. It felt like it had come together... So amidst this unraveling, it was good even a strike out had no acceptance. In that moment only, that action only was what was discussed. What the meaning of this was, had not been fully conveyed, I think. For example even for S (4th batter in 2007).

だから一、そういう意味ではあれじゃないの、そのスーパーネクストの考え方とかさ、最高・最低目標の考え方とかさ、そういうとこのね、SR型の選手になっていく過程で重要なポイントになっていくわけで、それをやり出したことがチームとしての幹が出来ていくことに繋がって、で、それに俺がこだわり出して、だから do my best って世界がさ。出来てきたのかな、と。…だからこういうばらけた中で、良いんだよ三振って言っても納得感は無いんだよね。その瞬間だけそれをやるって話だから。それが何を意味するかってのを伝えきれていなかったと思うんだよね。例えば S(2007年の4番打者)に対しても。

On the 2008 team the student coaching staff did not function very well compared to 2007. Despite being centered around the SR-type captain, the student staff supporting this captain were not moving in the same direction and not working independently. Understanding that the outsourcing was not going well, the coach began to take a much more active role in the organization-building phase.

This proved to be a meaningful year for coach on a personal level. In 2006 and 2007 when he did not actively participate in areas such as interfacing with the captain, he was able, through two years of cumulative experience, to solidify the way of thinking behind his own brand of baseball to reach a full year of playing baseball the way he had envisioned it.

So in a real sense what I had been aiming for presented a conflict in terms of whether it was really a good thing or not... So just what was this unified team

that I had been striving for... We have our times when we win and then times when we lose... It is like it is a hit or miss kind of thing.

だからある意味、自分が目指していたものが、ホントによかったのかどうかっていう、葛藤があったかもね…自分が目指すチームってのは一体何なんだろう…勝つ時勝つし、負ける時負ける…行き当たりばったりみたいなの…。

Things were relatively well focused on the cultivation of players... The groundwork was laid... There was an emerging understanding of which players would be utilized. Of course in the previous year K (backup outfielder) had been played so I was beginning to utilize players with this kind of thinking (SR) but it was probably there on the edge between SR-type and W/L-type standards so whether I was really cognizant of this at the time is a separate matter. In terms of attaching a rationale to it, I do think offerings were being made, intuitively it seemed like it anyway... F (shortstop and #2 batter) was dropped from the lineup and T was no longer there, and well it was K (central player in 2008). Mmmm, yep, yeah that was it. That's right he played like I envisioned. Uh huh.

選手を育てるということに割と集中できた…地が出てきた…何となく使う選手ってのが分かってきたよね。で、もちろんその前の年から K (控え外野手) を使ったりさ、そういう (SR の) 思考の選手を使いだしてはいるんだけど、その辺の SR 型・W/L 型の基準ていうのは出てきてるかも、まあ本当に俺の中で自覚してたかどうかは別としてね。そこの理屈付けは布施がしてくれたと思うんだけど、感覚的にはそうだと思うな。…F (遊撃手、2 番打者) を外したり、T がいなくなったり、まあ K (2008 年中軸打者) がなー。…あーあー、そうだよそうだよ、だからー、そうだ、自分の思うようにやり出してるよ。うん。

The coach's outsourcing of the process of building the organization in 2007 was a failure, and the experience gained through his active participation in organization-building in 2008 contributed to the change that occurred in 2009. While the coach communicated his value system through a variety of means he also began to build the organization. It seems apparent that this allowed for the path toward the team flow state.

CHAPTER VII

CONCLUSIONS AND FUTURE DIRECTIONS

This research provided information on team flow in Japanese university baseball, and particularly on the role of the coach. Also, several new research questions have come to the forefront as a result of this research and analysis. This chapter summarizes the main findings of the study and offers directions for future research.

Collective Flow

The flow model developed in this research adds a new viewpoint to the flow concept. Vealey (2005) described the optimal characteristic of flow as concentration on enjoyment with winning being an afterthought. The most important method for winning is to not think about winning. The focus of the model was on the individual where the flow state would emerge from the balance between the challenge of task and skill of the performer. In the current research on the SR flow model a successful result (SR) is created that allows the athletes to do everything to maximize the use of everyone's potential ability, which in turn leads to team victory. Furthermore, as the team aim of the SR is understood, consciousness is directed on the issues at hand surrounding the action being conducted at that moment thereby allowing conscious focus on the result to be avoided. Consequently the athletes are not impacted from a consciousness focused on the result and they can move to carrying out the next action. In other words, by continually focusing consciousness on the SR they are able to rotate the SR flow depicted in figure 6.

By incorporating the SR within the team framework the evaluation point of the coach, teammates, and the athlete him or herself is something other than the result and can be something that is controllable. This allows the athlete to continually challenge without fear and to feel relaxed and happy while continuing to challenge issues with a forward looking attitude. This state is the same as what Csikszentmihalyi (1990) referred to as the flow state. In the current SR flow model the SR is controllable and is the aim of all members of the team from coach and staff to the players, which in turn allows them to attain the SR result they seek and thereby a collective flow state. This collective flow state is in fact a team flow state.

In this specific research conducted on a Japanese university baseball team this state was clearly recognized. Within the Japanese university baseball setting typically there is almost no conversation initiated from players to their coach. In addition, most coaches hold a win-centered philosophy and a one-way communication style from coach to players is employed.

The K University team was no exception to this. In 2006 the coach floated a slogan but with his win-centered philosophy and one way communication the players were unable to understand the true essence and meaning of this slogan. In 2007 the coach made a manual to thoroughly cover the slogan, but with his win-centered philosophy it became an exercise in micro-management. The players made effort to respond to the manual but always with a nervous and uneasy feeling. In 2009 the coach moved to an excellence-based philosophy and began to search for an SR for the team. He then conveyed the decided upon SR to the players through practices and games. Once the

coach began to converse with the players based on his excellence-centered philosophy, two-way communication began to occur and the players began to share the coach's way of thinking. With the entire team in shared understanding of the SR they were able to evaluate one another based on controllable factors such as maintaining a consciousness of putting forth 100% effort. In this way players were able to immerse themselves and positively challenge the situation in front of them. This is the collective flow state.

Thinking and Actions of Players in Team Flow

This research focused on the coach, so only the thinking and actions of the coach were analyzed in detail. During the course of this analysis it became clear that even when players possessed an SR way of thinking if the coach held a W/L mentality this represented a major obstacle to attaining a team flow state. Renewed affirmation of the significant impact that a coach plays in team sports is acknowledged here as well.

However, this analysis has from start to finish utilized team and player information solely from the viewpoint of the coach. In investigating the coach's approach in opening the path to team flow it has become evident that further research is needed on related matters such as the impact of the thinking of the players, and the change in behavior and actions associated with their thinking. Going forward will require further research into the player perspective in order to understand and enhance the team flow state.

Development of Team Flow Culture

The next point of emphasis is in how to develop the team flow culture and pass it along to the next generation of players. Two dimensions to the development of flow

culture were apparent in this research. One is connected with time and the passing of team culture to the team in the following year. The other is related to scope of the value system and how that can be expanded to permeate within the current team.

Coach was in command for a 4-year period but the team flow state was realized only in the 2009 fall season. Subsequent investigation of whether or not this team flow state was successfully passed to the next team revealed that in fact it was not. In terms of the time dimension the team flow state had not yet become firmly rooted in the culture. However, over the coach's 4-year tenure the team flow culture gradually began to be formed, and for the 2009 players, the value system had widened considerably to permeate the team. Just how fast and widespread this culture is able to permeate the team is a point for further research.

Furthermore, in order to convey the coach's value system and have it permeate the culture in as short a time as possible, it seems important to first concentrate on the most influential players rather than treating all members equally in the attempt to change players into SR-type players. As noted previously the majority of passive players and underclassmen will view how the central players are evaluated in order to gain understanding into the coach's value system. To further explore this point, it is necessary to use a research approach that includes both the coach and player sides of this exchange.

In addition, when team members change the successful result (SR) should also change. Even if the previous team was successful, mimicking it will rarely yield the same result. At the very least, it is important for the team to create its own SR. This means not only development and permeation of the SR, but also that the creation of its own new SR

as a part of the team culture is important. Regarding this point, whether the SR can somehow be rooted still deeper in the team is something I would like to clarify through further research.

Coaching Method for Mastering the SR way of Thinking

This research involves a model case of finally arriving at a team flow state once the coach is able to establish an SR philosophy and communicate this to the players. Whether the coach can more deeply establish an SR philosophy at the most central core is recognized as an issue for future study.

For example, a coach with an established SR who can with certainty distinguish the difference between SR-type and W/L-type players can then observe actual examples of the differences between players who produce results in games and those players who don't over several years. In so doing, the anticipated differences can be understood and the establishment of the team SR can be confirmed as an actual state of affairs.

Through research going forward I would like to clarify the kind of approach the coach can take to realize an SR-based philosophy in a shorter period of time so that this research might have even more practical value.

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APPENDIX A

CONSENT FORM

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

CONSENT TO ACT AS A HUMAN PARTICIPANT: LONG FORM INTERVIEW

Project Title: Team Flow in A Japanese University Baseball Team: Narrative Study of A University Baseball Coach

Project Director: Diane L. Gill

Participant's Name: Tsutomu Fuse

What is the study about?

This is a research project. The purpose of the study is to explore university baseball coach's experiences with teambuilding and flow in university baseball team in Japan. Our long-term goal is increased understanding of team flow by this study will enable coaches and sport psychologists to psychologically assist athletes more effectively.

Why are you asking me?

We care about the college baseball environment in Japan. We want to know more about university baseball coach's flow experiences. Thus we are looking for the help of college baseball team coach in Japan.

What will you ask me to do if I agree to be in the study?

If you wish to participant, a 60-120 minute individual interview will be held at a convenient time and place for you. We will take about coach's experiences in baseball team. In addition, if you are possible, we will conduct 2-3 follow-up interview for understanding your narrative. **Is there any audio/video recording?**

The interview will be audio/video recorded and than transcribed. Because your voice and face will be potentially identifiable by anyone who hears the tape, watches the video, your confidentiality for thins you say on the tape/video cannot be guaranteed although the researcher will try to limit access to the tape/video as described below.

What are the dangers to me?

The Institutional Review Board at the University of North Carolina at Greensboro has determined that participation in this study poses minimal risk to participants. There is a slight risk of discomfort due to sharing sensitive and personal information. If you feel

discomfort, you may choose to not answer a question or stop participation at any time.

If you have any concerns about your rights, how you are being treated or if you have questions, want more information or have suggestions, please contact Eric Allen in the Office of Research Compliance at UNCG toll-free at (855)-251-2351. Questions, concerns or complaints about this project or benefits or risks associated with being in this study can be answered by Diane Gill who may be contacted at (336) 334-4683 (email address: dlgill@uncg.edu).

Are there any benefits to society as a result of me taking part in this research?

There are no direct benefits to participants in this study.

Are there any benefits to *me* for taking part in this research study?

The results may contribute to our understanding of team flow in university baseball team, and thus help coaches and sport psychologists' assist athletes more effectively.

Will I get paid for being in the study? Will it cost me anything?

There are no costs to you or payments made for participating in this study.

How will you keep my information confidential?

All information obtained in this study is strictly confidential unless disclosure is required by law. You will not be identified by name. We will use an alias for the interview. All data will be kept in a secured place (locked case) until the researcher returns to US and UNCG, where the tapes and paper data will be stored in a locked cabinet and will be shredded and dispose after 3 years. All electric data will be password protected and transmission of data will be security encrypted. No team members will have access to the tape/video or transcripts.

What if I want to leave the study?

You have the right to refuse to participate or to withdraw at any time, without penalty. If you do withdraw, it will not affect you in any way. If you choose to withdraw, you may request that any of your data which has been collected be destroyed unless it is in a de-identifiable state.

What about new information/changes in the study?

If significant new information relating to the study becomes available which may relate to your willingness to continue to participate, this information will be provided to you.

Voluntary Consent by Participant:

By signing this consent form you are agreeing that you read, or it has been read to you, and you fully understand the contents of this document and are openly willing consent to take part in this study. All of your questions concerning this study have been answered. By signing this form, you are agreeing that you are 18 years of age or older and are agreeing to participate, or have the individual specified above as a participant participate, in this study described to you by Tsutomu Fuse.

Signature: _____ Date: _____

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

CONSENT TO ACT AS A HUMAN PARTICIPANT: LONG FORM INTERVIEW

Project Title: Team Flow in A Japanese University Baseball Team: Narrative Study of A University Baseball Coach

Project Director: Diane L. Gill

Participant's Name: Tsutomu Fuse

これはどんな研究ですか？

これはリサーチプロジェクトです。この研究の目的は日本の野球チームにおけるチームビルディングやチームフローをコーチの経験から明らかにすることです。最終的にはチームフローを理解することによって将来的にコーチやスポーツ心理学者が選手への心理的サポートを効果的に与えることを目的としています。

なぜ私に聞くのですか？

私たちは日本の野球を研究のフィールドとしようとしています。私たちは野球のコーチのフロー経験をもっと知りたいと思っています。ですから日本の野球コーチを探しています。

もし研究に参加するのを決めたら何をしなくてはならないですか？

もしあなたが参加したければ、60-120分の個人インタビューをあなたが都合がよい場所で受けてもらいます。私たちはあなたの野球チームでのコーチ経験をお聞きします。加えて、可能でしたらあなたの言ったことを確認するために2-3回フォローアップインタビューをさせていただきたいと思えます。

録音や録画はしますか？

このインタビューは録音・録画され後に文字で書かれます。ですからテープを聞いた人、ビデオを観た人が、あなたの声や顔であなただと他の人にわかってしまう可能性があります。研究者はテープやビデオに関係者以外が触れるのを下記のように制限するようにしますが、あなたの秘密性は保証できません。

何か危険が私にありますか？

The University of North Carolina at Greensboro のインターナショナルレビューボードは、研究への参加者のリスクを軽減する決定を下します。研究では個人情報を使うことにより不快になるリスクを多少含みます。もし不快に感じましたら、あなたは質問に答えなくても結構ですし、いつでも研究への参加を取りやめることができます。

もしあなたがご自身の権利に関して疑問やご質問、もしくはご提案などございましたら、どうぞ遠慮なくお尋ねください。その際は Eric Allen in the Office of Research Compliance at UNCG toll-free at (855)-251-2351 までご連絡ください。質問やプロジェクトへのご不満、利益、リスクへのご質問がございましたら、Diane Gill who may be contacted at (336) 334-4683 (email address: dlgill@uncg.edu)よりお答えさせていただきます。

この研究をおこなうことで特定の団体の利益になることはありますか？

特定の団体に直接利益になることはありません。

研究に参加することで私に利益になることはありますか？

この研究の結果は大学野球部におけるチームフローの理解に役立ちます。しいては、その結果がコーチやスポーツ心理学者が選手に心理的サポートを行う際の助けとなります。

何か金銭をもらいますか？お金がかかることはありますか？

あなたが研究によりお金をもらったり払ったりすることはありません。

どうやって私のデータは管理されるのでしょうか？

この実験で得たすべてのデータは法律で定められた間厳格に保持されます。あなたは名前で特定されることはありません。インタビューでは匿名を使います。すべてのデータは研究者がアメリカもしくはUNCGに戻るまで、安全な場所（鍵をかけられた箱）に保持され、そこではテープや書類は鍵がかかったキャビネットに保管されます。そして3年がすぎた時にシュレッターにかけられて処分されます。すべての電子データはパスワード付きで守られ、伝送に際しては安全が保護された方法を使います。チームの誰もテープやビデオにアクセスすることは出来ません。

もし研究に参加するのをやめようとしたら何かありますか？

あなたはいつでも罰則なしで研究への参加をやめることができます。あなたがやめたとしてもあなたに不都合な影響はありません。もしあなたが不参加を決めたら、あなたは今まで集めたあなたに関するデータをすべてあなたと特定できない形にしたうえで破棄するように要求できます。

研究の新しい情報や変更があった場合はどうなりますか？

もし研究であなたに関する明らかに新しい情報があり、それがあなたの参加を続けるかどうか影響が出るものであれば、情報はあなたに伝えられます。

参加者の自由意思に基づく同意：

あなたがこの内容を読み、もしくは読んでもらいこの書類を十分理解した上で、あなたが書類にサインすることで、あなたは自らの意思で研究に参加することになります。研究に関してのご質問はすべてお答えします。このフォームにサインすることにより、あなたは18歳以上で、自らの意思で研究に参加者としてこの研究に参加し、上記のような参加者としての明示されたことを同意したことになります。この研究の説明は布施 努により行われます。

Signature: _____ Date: _____