Playing the Inner Game of Basketball

Standing on the Shoulders of Giants

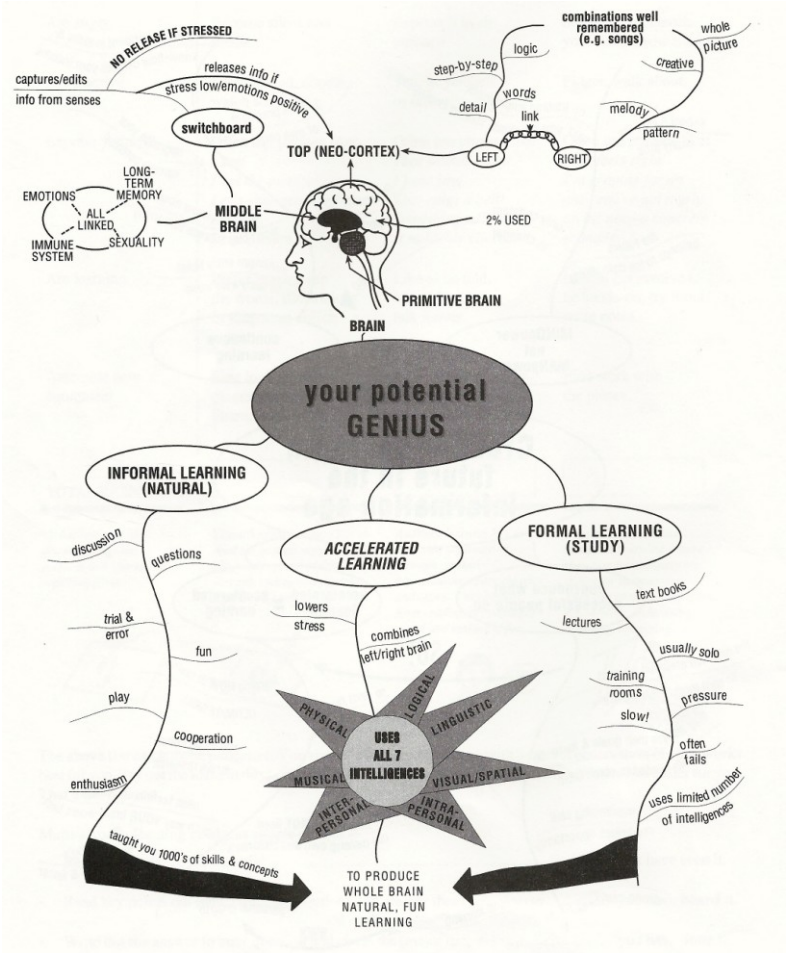
Yogi Berra

- “Baseball is 90 percent mental. The other half is physical.”
- The same could be said about Basketball, 90 percent is mental the other half is physical.
- The Inner Game of Basketball is Mental/Mind and it includes the Emotional & Social/Heart, the Spiritual/Spirit, and the Mental/Mind & Physical/Body connection/link.

Mahatma Gandhi

- “Your beliefs become your thoughts
- Your thoughts become your words
- Your words become your actions
- Your actions become your habits
- Your habits become your values
- Your values become your destiny.”

Three Brains



Growth of Complexity

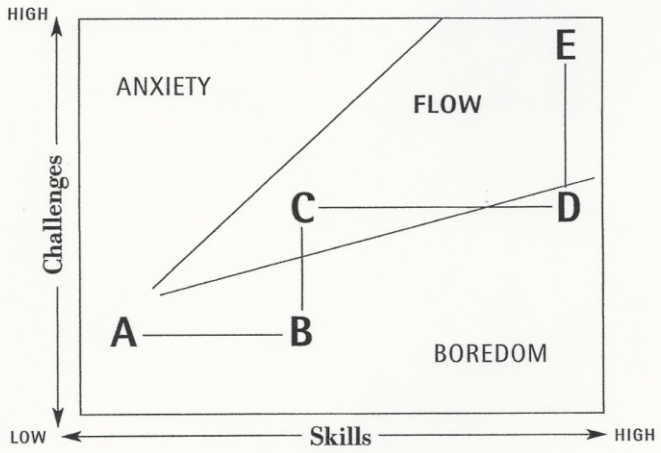


Figure 1: Growth of Complexity Through Flow. The flow experience occurs when both skills and challenges are high. A typical activity starts at A, with low challenges and skills. If one perseveres the skills will increase and the activity becomes boring(B). At that point, one will have to increase the challenges to return to flow (C). This cycle is repeated at higher levels of complexity through D and E. In a good flow activity these cycles can continue almost indefinitely.

high, and the only way to return to flow is to increase skills quickly to match. In either case, the result is the same: The individual moves to a plane of higher complexity.

Everyday Experience

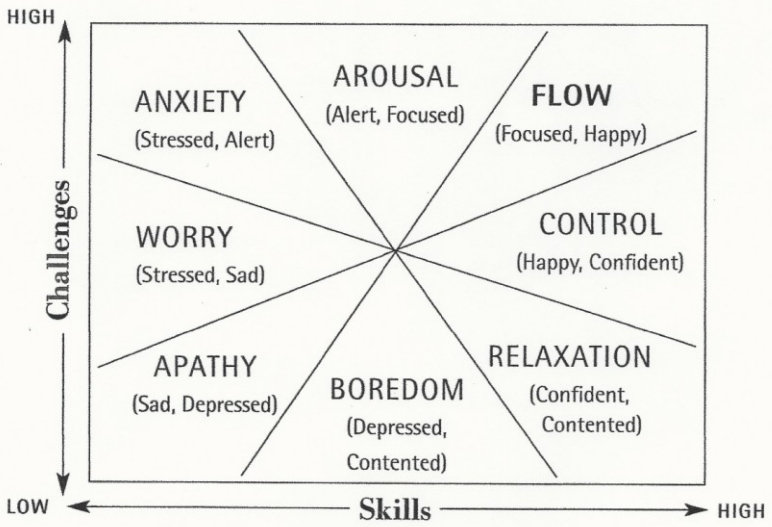


Figure 2: The Map of Everyday Experience. When people perceive themselves to be above their own personal average level of challenges and skills, they experience flow. The opposite is the state of apathy, where both challenges and skills are low. Other combinations of challenges and skills produce feelings of worry, anxiety, and arousal (when challenges outweigh skills), or control, relaxation, and boredom (when skills outweigh challenges). Some of the other prominent emotions typical of each "channel" are indicated in parentheses.

Expert Performance

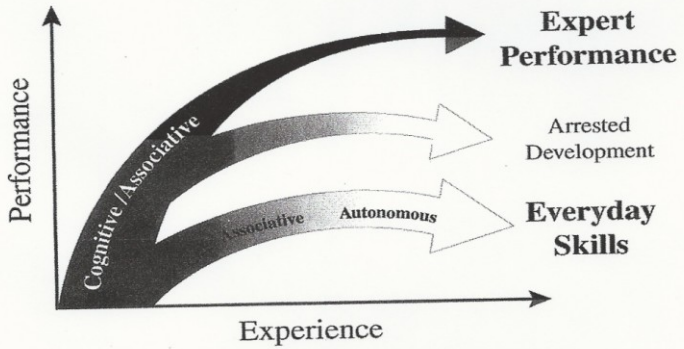


Figure 38.1. An illustration of the qualitative difference between the course of improvement of expert performance and of everyday activities. The goal for everyday activities is to reach as rapidly as possible a satisfactory level that is stable and "autonomous." After individuals pass through the "cognitive" and "associative" phases, they can generate their performance virtually automatically with a minimal amount of effort (see the gray/white plateau at the bottom of the graph). In contrast, expert performers counteract automaticity by developing increasingly complex mental representations to attain higher levels of control of their performance and will therefore remain within the "cognitive" and "associative" phases. Some experts will at some point in their career give up their commitment to seeking excellence and thus terminate regular engagement in deliberate practice to further improve performance, which results in premature automation of their performance. (Adapted from "The scientific study of expert levels of performance: General implications for optimal learning and creativity" by K. A. Ericsson in *High Ability Studies*, 9, p. 90. Copyright 1998 by European Council for High Ability.)