

Interview Procedures – Baseball Project

Introduction

1. Early Activities

First, I would like to focus on the activities that you were involved in when you were young. I would like you to list your involvement outside of mandatory school activities, for example music, dance, play and other domains of activity. I am also interested in your early sport involvement. Looking back over your entire life please tell me of any type of activity that you engaged in on a regular basis before you decided to specialize in baseball. What musical, sport, play and artistic activities, if any, were you participating in before becoming seriously involved in triathlon? Please list all of these activities, such as piano, dance, drawing, etc.

1. Any sport activity?

If YES: How old were you when you first got started? How long have you kept up the involvement? Please tell me about any periods when your involvement was stopped.

2. Any musical activity?

If YES: How old were you when you first got started? How long have you kept up the involvement? Please tell me about any periods when your involvement was stopped.

3. Any artistic activity such as dance or drawing?

If YES: How old were you when you first got started? How long have you kept up the involvement? Please tell me about any periods when your involvement was stopped.

4. Organized games with rules supervised by self and peers (e.g. game of street basketball)

If YES: How old were you when you first got started? How long have you kept up the involvement? Please tell me about any periods when your involvement was stopped.

5. Any other activity that consumed large amount of your time (e.g. watching sport on TV)

If YES: How old were you when you first got started? How long have you kept up the involvement? Please tell me about any periods when your involvement was stopped.

<Fill in Chart 1 Early Activities>

For each of the activities that you have provided, can you recall the number of hours per week and months per year you were regularly involved.

<Fill in hours/months per year in Chart 2>

2. Developmental Chart for Maturation and Performance in Main Sport

In this section of the interview I would like to focus more specifically on your development as a baseball player. We will try to get a sense of your development in baseball by assessing different factors that may have contributed to your achievement.

Development as an athlete

In this interview different aspects of your athletic development will be explored. However, first I would like you to answer a series of questions regarding reference information.

What is your date of birth?

How old were you when you participated for the first time in the following activities on a regular basis?

___ years old for first regular involvement in **baseball** as a child or adolescent.

___ years old for first involvement in supervised training by an adult in **baseball**.

___ years old for first involvement in training not supervised by an adult in **baseball**.

Performance career

How old were you when you first participated in any of the following in a scheduled competition with recorded results?

Competition at **the club or school level**

___ years old for first participation on an organized team

___ have never done it

___ years old when recognized among top five players at the club level

___ never happened

___ years old when recognized as the best player at the club level

___ never happened

Competition at **the region or zone level**

___ years old for first participation on a regional level team

___ have never done it

___ years old when recognized among top five players at the regional level

___ never happened

___ years old when recognized as the best player at the regional level

___ never happened

Competition at **the state level**

___ years old for first participation on a state team

___ have never done it

___ years old when recognized among top five players at the state level in your position

___ never happened

___ years old when recognized as the best player at the state level in your position

___ never happened

Competition at **the national level**

___ years old for first participation on the national team

___ have never done it

___ years old when recognized among top five players at the national level in your position

___ never happened

___ years old when recognized as the best player at the national level in your position

___ never happened

Competition at **the international level (Olympics, World Champion)**

___ years old for first participation in a major international event

___ have never done it

___ years old when recognized among top five players in the world in your position

___ never happened

___ years old when recognized as the best player in the world in your position

___ never happened

Developmental milestones

- | | |
|---|-----------------------------|
| ___ years old when <u>idea</u> for becoming an elite athlete first emerged | ___ never happened |
| ___ years old when <u>first</u> engaged in the regular training of a team | ___ never happened |
| ___ years old when <u>decision</u> was made to become an elite athlete | ___ never happened |
| ___ years old when all available leisure time began being spent on your athletic training | ___ never happened |
| ___ years old for first “off season” training camp | ___ have never participated |
| ___ years old when you first moved (relocated) to attend regular training in sport | ___ have never done it |
| ___ years old when you first established a close and extended relation with a coach | ___ never happened |
| ___ years old when you think that you will reach (or have already reached) your maximum potential in your sports career | |
| ___ years old when you think that you will retire from open competitions | |

Sports specific milestones

- | | |
|---|------------------------|
| ___ years old when you first started playing (not in an organized league) | ___ have never done it |
| ___ years old when first played in an organized league | ___ have never done it |
| ___ years old when first began sport specific training regularly | ___ have never done it |
| ___ years old when first began non-sport specific training (aerobic, strength, etc) regularly | ___ have never done it |

<Interviewer produces Developmental Chart for Maturation and Performance in Baseball - Chart 3

I would like to summarize the information on the development of your performance in baseball. Some of it is related to the information that you gave earlier on your level of competition. Let's start with the first stage of engagement and proceed by column.

You were X years old when you first got involved in training for baseball. For each age please indicate the level at which you competed.

<Fill in level >

For each age please provide the age of the peers you trained and competed with.

<Fill in Age of Peers>

FOR EACH YEAR, CAN YOU PROVIDE THE HIGHEST ACCOMPLISHMENT YOUR TEAM ACHIEVED AS WELL AS ANY PERSONAL ACCOMPLISHMENTS YOU MAY HAVE ATTAINED?

WE NEED TO COME UP WITH INDIVIDUAL AND TEAM PERFORMANCE MEASURE THAT WOULD GIVE US AN INDICATION OF THEIR PERFORMANCE AT EACH AGE.

<FILL IN TEAM ACCOMPLISHMENT AND INDIVIDUAL ACCOMPLISHMENT>

When looking back I would like you to tell me a little bit about your height. Were you average in comparison to the population? If not, how much taller or shorter were you? Are there any significant changes in height that occurred during your development?

<Fill in height >

When people engage in training, their concentration and physical effort differs from time to time and from day to day. Can you recall when your level of intensity was maximal? Can you briefly describe that and what it felt like? I want you to think of that as 100%. At the opposite extreme one can engage in training and take it easy. I want you to think of that as 0%. I now would like you to go through each stage and rate the average or typical level of intensity for your training. I would like you to give a rating for every stage that you engaged in regular training. You will compare the intensity of that stage to the time in which you demonstrated 100% maximal effort.

<Fill in Intensity >

Whether individuals do or do not take advantage of coaches' instructions and training resources, the availability of such resources for instruction and training might limit the speed and quality of development of highly motivated individuals. Disregard for the moment whether you used all or even most of the available resources for your development and rate for each stage the quality of training resources that would have been accessible to a successful and motivated triathlete in the same environment. Use a rating of 100% to correspond to the best possible environment in the world for the development of world-class triathletes. A rating of 0% indicates a complete lack of resources. Consider that these environments may differ significantly as a function of the age of the athlete so identify the best environment for each age or age-group as your reference point for your ratings. Resources can be defined as the money that was put forth by parents or self, the quality of the training facilities and equipment and quality of coaching and social support.

<Fill in Quality of Training Resources Column>

Have you ever sustained an injury that had an adverse affect on your activity involvement? If so, please describe this injury. Have you suffered from more than one injury? If so, please describe these. How were these injuries incurred? If you have never had an injury, rate health at 100%. If you have been injured try to rate the percentage of full health (i.e. completely unable to train and compete would receive a rating of 0, missing half the season would receive a rating of 50%).

<Fill in Injury Column>

For each of the stages listed in the chart can you provide the number of hours per week and number of months per year that you were involved in baseball? This includes competitive events and specific training activities for your sport (organized training, competitions, self-initiated training, and individualized instruction).

<Fill in Hours per Week and Months per Year>

I would like to take a moment and look at the charts we have just developed together. I would like you to regroup the years for which your training remained consistent and identify specific years at which your training has changed in terms of quality and quantity. Please do not force any categorization; regroup years only if it makes sense to you. This will allow identification of major periods in your development as a baseball player. These periods will be used as a frame of reference for the rest of the interview.

<Athlete categorizes years into stages>

3. Development of Relevant Practice Activities in Main Sport

The following section includes sections for: the related practice activities you engaged in, the number of hours spent practicing per week, the intensity of practice, and the number of months per year you were training for **each** of the relevant practice activities. This will be done for **each** of the stages you previously identified.

<Interviewer produces **Chart 4 - Development of Practice -**

<Interviewer completes the age and stage columns in accordance to information given in chart 3>

Please list all of the activities related to baseball during each of the developmental stages. The activities to be listed should encompass both competitive season and off-season.

<Fill in Activities>

Now that you have listed all of the activities you participated in at that stage, we would like you, if possible, to categorize these activities in accordance to the following list.

- ___ 1. Indirect involvement: e.g. going to watch games, watching TV/video coverage of your sport, reading books about your sport
- ___ 2. Organized games with rules supervised by self and peers: e.g. game of baseball with friends
- ___ 3. Organized games supervised by coach(es) or adult(s): coach structuring game activities in practice
- ___ 4. Organized training in-group supervised by coach(es) or adult(s): e.g. team practice that focused on techniques and strategies
- ___ 5. Individualized instruction: e.g. private lessons, individualized work with a coach
- ___ 6. Self-initiated training: e.g. practicing hitting or throwing balls
- ___ 7. Organized competition in-group supervised by adult(s): e.g. league games

<Fill in Category>

<If they have not talked about all of the categories then the following questions should be asked about the categories they did not mention. These should then be added to the chart>

- ◆ Is there any time that you were indirectly involved in your sport? If so, what were these activities?
- ◆ Is there any time that you participated in organized activities that were supervised by self or peers? If so, what were these activities?
- ◆ Is there any time when you participated in events supervised by a coach or adult? If so, what were these activities?
- ◆ Is there any time that you participated in organized training in a group supervised by a coach or adult? If so, what were these activities?
- ◆ Is there any time that you participated in individualized instruction with a coach? If so, what were the activities?
- ◆ Is there any time when you participated in self initiated training? If so, what were these activities?

Please indicate how many hours per week you were participating in this particular activity.

<Fill in # hrs per week>

Please indicate the number of months per year that you engaging in each activity.

<Fill in Months per year>

When people engage in training, their physical effort differs from time to time and from day to day. Can you recall being engaged in an activity when your level of physical effort was maximal? Can you briefly describe that and what it felt like? I want you to think of that as 100%. At the opposite extreme one can engage in training activities and take it easy. I want you to think of that as 0%. I now would like you to go through each activity and rate the average or typical level of physical effort. I would like you to give a rating for every activity. You will compare the physical effort of that activity to the activity in which you demonstrated 100% maximal effort.

<Fill in Physical effort>

When people engage in training, their mental concentration differs from time to time and from day to day. Can you recall being engaged in an activity when your level of concentration was maximal? Can you briefly describe that and what it felt like? I want you to think of that as 100%. At the opposite extreme one can engage in training activities and not being mentally focused. I want you to think of that as 0%. I now would like you to go through each activity and rate the average or typical level of concentration. I would like you to give a rating for every activity. You will compare the concentration of that activity to the activity in which you demonstrated 100% concentration.

<Fill in Mental concentration>

Next, I would like you to think of types of activities that were the most fun at the corresponding ages, such as watching your favorite program on TV or playing games with friends. We can all recall participating in activities that were so fun we did not want them to end. Please describe the activity that you would consider most fun for each of the stages you previously identified. These activities do not have to be sport related. Let us set each of these activities as 100% fun. Using these activities as references now go back and give a separate rating for fun in each activity within the stages. Compare each training activity to the activity that you identified as being 100% fun at that stage.

<Fill in Fun>

This completes the interview procedure. Thank you for your time and patience in filling out each of the charts.

References

For a general outline of this interview procedure see:

Côté, J., Ericsson, K. A., & Law, M. (2005). Tracing the development of athletes using retrospective interview methods: A proposed interview and validation procedure for reported information. Journal of Applied Sport Psychology, 17, 1-19.

The previous interview procedure was used for the following project:

Gilbert, J. N., Côté, J., Harada, C., Marchbanks, G., & Gilbert, W. D. (2002, October-November). Comparison of developmental activities of NCAA Division 1 and recreational baseball players. Paper presented at the meeting of the Association for the Advancement of Applied Sport Psychology, Tucson, Arizona.