

# Athletic Performance

## Smart Teams

### Football

**Power Five.** After a 1-5 start, the head coach adopted Smart Teams into his program. His team won the remaining six of seven games culminating with a bowl game win.

**FBS.** A highly respected program for almost a decade, a future College Football Hall of Fame head coach incorporated Smart Teams into his program. As a result, his teams won two conference championships within four years and had the third-highest winning percentage in the country over two years.

**FCS.** A successful head coach integrated Smart Teams into his program to secure a first-round bye in the NCAA FCS tournament. As a result, his team was ranked #1 in the country for the majority of the year and went undefeated during the regular season. A few years later, the team won the national championship. The head coach is the all-time winningest coach in NCAA Division I FCS playoff history and is the only coach in FCS history to win a national championship at two different institutions.

### Tennis

A respected men's program had not won a conference championship in six years, although advancing to the finals each year. The men's head coach applied Smart Teams, and his team won a Power Five conference championship with two players benched earlier in the season. The women's head coach also adopted Smart Teams. It was the first time in conference history that men's and women's teams from the same school won their respective conference championships in the same year.

### Men's Golf

An underachieving DI team, due to academic demands, weather limitations, and recruiting disadvantages, the head coach embraced Smart Teams. As a result, the team lowered its tournament stroke average by 20 strokes, won their first 54-hole tournament, and had the first individual player win a tournament.

A talented, yet underachieving DI team improved on-course performance while increasing their collective GPA. Smart Teams yielded a three-time individual tournament champion while producing a team tournament championship.

### Women's Golf

A young team led by the program's first individual tournament champion, this team produced the first team tournament championship in program history.

# Case Studies

## Football

**Quarterback.** A DI quarterback was unable to sleep the night before games. He attributed his low energy during games to a lack of sleep. Therefore he made pre-determined decisions limiting his offense's productivity. As a result, the coaching staff considered a demotion in favor of the backup. The QB improved his focus leading his team to win eight of the last nine games. The team tied for the conference championship and was invited to a bowl game. The quarterback was named an All-American, a two-time Conference Player of the Year, and a top-10 Heisman Trophy finalist. He was the first QB in NCAA history to rush for 1000 yards and pass for over 1000 yards for two consecutive seasons.

**Quarterback.** A five-year NFL quarterback lost confidence to lead his team due to a coach conflict and locker room politics. He lost his starting position and eventually was out of the league for a year. He returned to the NFL as a scout team QB, then as a backup, where he twice led the team to the playoffs when the starter was injured. Ultimately, he led another team to the Super Bowl. He is an NFL MVP, two-time AFC Player of the Year, twice named 1st team All-Pro and to four Pro Bowls.

**Mike Linebacker.** A Power Five player failed to develop the focus required to succeed at that level of competition. After five games, he averaged less than three tackles per game. In the remaining games, he averaged over ten tackles per game. As a result, Scoring Defense decreased from 31 points/game to 19 points/game, and he led his team to a bowl game win and a record.

**Center.** A coach conflict led to significant team cohesion issues. A three-year starter for a Power Five program, the player mastered self-management skills to lead his team to a winning record after beginning the season 1-5. He played five seasons in the NFL.

## Strength & Conditioning

**Guard.** A DI All-Conference player as a junior had no NFL aspirations but wanted to be the best player he could be. He built skills by applying tools and strategies in the weight room during off-season workouts, where he set cumulative index weight room records. His overall strength increased by 11% as a rising senior. He then applied the same skills on the field. He repeated as an All-Conference player, where he set the program record for the highest game grade average for the season. He applied the same skills to academic performance, improving his GPA by a full letter grade. As a result, he was awarded an NCAA post-graduate scholarship.

**Tackle.** A DI player was invited to the NFL Combine but experienced severe anxiety when people watched him work out. He set PRs at the combine by building skills through tools and strategies that enabled him to concentrate fully from one event to the next. The San Diego Chargers drafted him.

## Men's Basketball

A DI team was shooting 65% from the free throw line in the midseason. By applying a pre-shot concentration routine, the team improved its free throw shooting percentage to 76% resulting in two additional wins.

## Women's Soccer

The most productive player and team captain believed she needed to quit the team because of academic and family demands. After completing an exercise, she learned to meet the demands of being a DI student-athlete. At the end of the season, she was named first team All-Conference — the first player in the program's history.

## Men's Ice Hockey

A gifted DI player disappeared on the ice, especially during crucial times. He was demoted to the 5th line, where he didn't travel nor dress for home games. He built skills by applying tools and strategies during practice, where his habits changed. He worked his way back into the first line at midseason. By the end of the season, he was the team's second-leading scorer, scoring two goals and one assist against the #1 ranked team in the country, including a win and tie on the road.

## Women's Swimming

A DII individual champion as a freshman, this student-athlete developed an injury over the summer, delaying her training and putting her behind her teammates. She built skills by applying tools and strategies in and out of the pool, enabling her to win four additional individual national championships while leading her team to back-to-back DII national championships during her sophomore and junior years. When the program elevated to DI for her senior year, she was the only team member to qualify for the finals in any event at the conference meet.

## Track & Field

**High Jump.** A talented women's high jumper underachieved and performed inconsistently throughout the indoor season. She started applying a concentration tool four days before the indoor conference meet. She PR'd three times in the meet and won the indoor conference championship. She is the first female DI conference champion in the school's history.

**Pole Vault.** A DI men's pole vaulter incorporated performance psychology into his training program during his senior season. He performed consistently and improved throughout the indoor season. He PR'd twice during the indoor conference championship meet. He is the first male athlete in his school history to win a conference championship in the pole vault.

## Skiing

A World Cup freestyle skier held significant potential as a young skier when she won the NORAM championships. However, due to injury, she failed to turn her inherent talent into tangible results on the international level. When her host country didn't ask her to return, she was granted citizenship in another country. She built skills by applying tools and strategies in training and early-season events. Where she was ranked 32 a year earlier and would not have qualified for the World Championships, she rose in the World Cup rankings to 12th, then to 5th. She then captured two bronze medals in single moguls and duals at the World Championships. She is the first female athlete from her country to win two medals at the same World Championships.

## Men's Gymnastics

A talented gymnast believed he couldn't execute more challenging routines due to his family's physical history. His training was hindered due to this belief putting him behind his teammates and competitors. He built skills by

applying tools and strategies during training and meets, where his conditioning improved. He could execute the more challenging skills he had avoided earlier in the season. As a senior, he placed 2nd in the All-Around in his division's national championship meet.

## Wrestling

A talented DI college wrestler choked in conference championship matches for two years. Expectations from others didn't match his self-image causing excessive anxiety. He built skills and developed appropriate goals resulting in winning an individual conference championship and finishing in the top eight in his weight class in the NCAA tournament, qualifying him as an All-American.

## Baseball

**College.** At the beginning of his sophomore season, a talented DI player was in a slump, hitting .215. In contrast, as a freshman, he hit over .300. He applied concentration tools and strategies that ended his slump. He set school season records for batting average, on-base percentage, and consecutive hitting streak. He is the first player from his school to hit over .400 for two consecutive seasons and was named to the All-American team as a senior, finishing as an MLB draft choice.

**Professional.** Formerly a 3rd round draft choice out of college, a talented player was traded where he was predicted to be his new team's Major League 1st baseman within two years. However, he sustained an injury and lost his confidence. After several trades, he signed a free-agent contract that did not include a no-cut clause for the first time in his career. He built skills by applying tools and strategies that improved his performance by leading his Double-A team in home runs and batting average.

## Women's Tennis

An inconsistent but talented player was a member of two Power Five conference championship teams, but as an individual player, she failed to meet her or the coaches' expectations. A coach conflict emerged due to competing expectations and dysfunctional family dynamics. She built skills through tools and strategies, leading her team to another conference championship and winning the first individual NCAA national championship in the program's history.

## Men's Golf

**Medal Play.** An underperforming DI player for his first two years, this student-athlete didn't secure the confidence of his coach, where he was ranked 7th, leaving him out of the top six who competed in tournaments. He built skills through tools and strategies that improved his performance. He made the top six, continued to improve, and rose to the number two player on the team. He continued to improve and was the medalist in a prestigious college golf tournament — the first individual champion in the program's history.

**Match Play.** A college player was between transferring from one DI program to another and wanted to improve his game. The State Match Play Championship was contested during the summer, and he improved his skills through tools and strategies. He defeated other DI college players and golf professionals in the open division to claim the state match play championship.

## Men's Lacrosse

The coaching staff was beginning to lose confidence in an inconsistent DI player. As a result, the talented midfielder was considered for a demotion. He built skills through tools and strategies, leading his team to a rare winning season. He was named a first-team All-American — not only the first athlete in the program's history but also the first player to be named All-American west of the Mississippi.