

“The Tao of Athletic Success Workout” Information Packet (rev2025-10-10a)

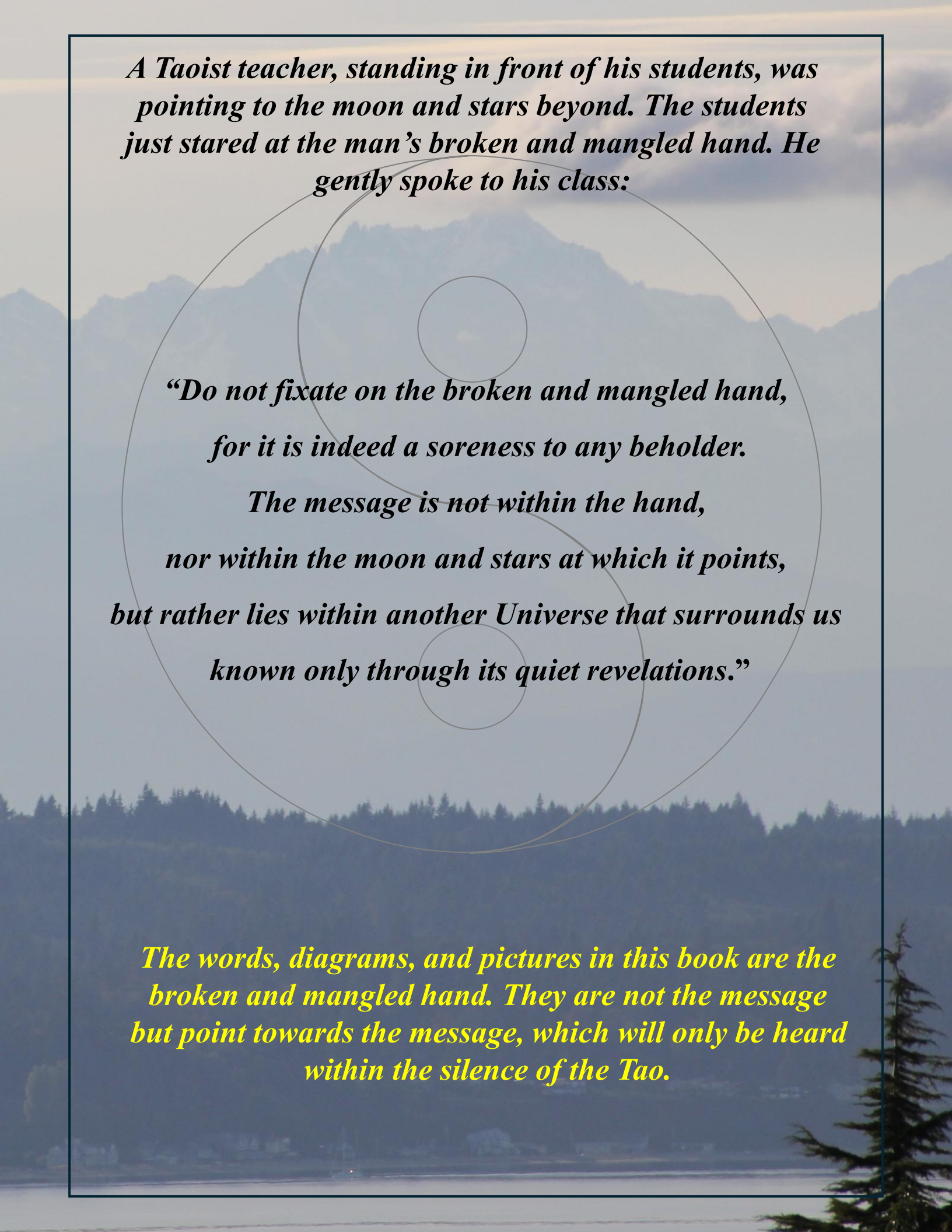


***Not until the illusion of emotions is understood,
will the power of emotions be revealed.***

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A Taoist teacher, standing in front of his students, was pointing to the moon and stars beyond. The students just stared at the man's broken and mangled hand. He gently spoke to his class:

*“Do not fixate on the broken and mangled hand,
for it is indeed a soreness to any beholder.*

*The message is not within the hand,
nor within the moon and stars at which it points,
but rather lies within another Universe that surrounds us
known only through its quiet revelations.”*

*The words, diagrams, and pictures in this book are the
broken and mangled hand. They are not the message
but point towards the message, which will only be heard
within the silence of the Tao.*

Symbiotic Sports Psychology and Coaching

Tentative “10hr” Syllabus

This is a “10 hour” program which can be 1 weekend, or daily over 2 weeks.

***Texts (and all reference materials) freely available as PDF download from
symbioticpsychology.com or emotional-evolution.com***

“The Tao of Athletic Success” Introduction (206-pages)

“The Tao of Athletic Success” Exploration (246-pages)

YouTube video links for Introduction (Hours) Parts 1-5 available on websites

Text: “The Tao of Athletic Success” Introduction

Each “Hour” is 45min “discussion” with 15min “question and answer”

Hour 1: Why learn from “The Tao of Athletic Success”?

- 1) The Quantum World and Energy Vibrations of Qi***
- 2) The Quantum Being, The Intuitive Being, The Process Being, Is Your House in Order?***
- 3) Today’s Sports Psychology of Conflict, Control, and Sabotage. The “Cognitive Triangle***
- 4) Symbiotic Sports Psychology: Evolved Harmonious Relationship Between Mind, Body,***

Hour 2: The Quantum and Intuitive Being and The Energy Vibrations of Qi

- 1) Climbing Mount Everest of The Tao***
- 2) The Quantum Being***
- 3) The Intuitive Being: Gut Awareness and Intuitive Action of Mind***
- 4) Symbiotic Psychology and Coaching: Bringing 2 Schools of Coaching Together***
 - a. The Newtonian World of Coaching is about strength vs. strength, mass vs. mass, speed vs. speed.***
 - b. The Quantum World of Coaching Is About the Vibrational Energy of Qi.***

Hour 3: The Process Being: The Five Step Process of Success

- 1) “It’s A Process” :***
- 2) Intend It, Think It, Feel It, Know It, Allow It to Happen***
- 3) Trust the Process***

Hour 4: How have the body and emotions evolved to work together?

- 1) What is success mean to you?***
 - a. Winning and Losing vs Success and Failure***
- 2) The Evolution of Body and Emotions, Desire and Emotions***
- 3) Success (or failure) is a state of being: What state of being are you in?***
- 4) What is an athlete’s “locus of focus”?***

Hour 5: The Mental-Emotional Being: Strength & Conditioning

- 1) What about EMOTIONAL training and conditioning for physical power, strength, speed, agility, and endurance?***
- 2) What about emotions***
- 3) What is emotional strength and conditioning?***
- 4) Discipline & Work: Returning to a Vortex of Power***

Symbiotic Sports Psychology and Coaching

Tentative “10hr” Syllabus

“Hours” 6-10 are “Hands On” Questionnaires with Short Discussions

Text: “The Tao of Athletic Success” Exploration

Each “Hour” is a “Hands On” Questionnaire with Short Discussion

Hour 6: Cognition Precipitates Changes and States of Physiology in the Brain and Body that Drive Behavior and Are Perceived as Emotions

- 1) ***Emotional Evolution***
 - a. ***Bad-feeling emotions mods, attitudes, and feelings = weakened physiology***
 - b. ***Good-feeling emotions, moods, attitudes, and feelings = powerful physiology***
- 2) ***The Power of Want, Desire, and Intention***
- 3) ***Focus in a Prevent Offense/Defense: Playing to Win vs Playing Not to Lose***
- 4) ***Fumble-itis, Interception-itis, Drop-itis, and Turn-Over Cannot Make a Basket-it is***
- 5) ***Managing Disappointment of a Play, Practice, or Game***

Hour 7: The Mental-Emotional Being: Strength & Conditioning

- 1) ***The Cognitive Triangle and Today’s Sports Psychology***
- 2) ***Can we improve The Cognitive Triangle?***
- 3) ***Cognitive-Emotional Re-Processing = Returning to strength, power, speed, and cunning***
- 4) ***Empowerment in Life, Practice, and Competition***
 - a. ***Step 1: Cognitive-Emotional Distracting Exercises***
 - b. ***Step 2) Cognitive-Emotional Re-Processing Exercises***
 - c. ***Step 3: Precautions***
- 5) ***Dangers, Hazards, and Liabilities of Ignoring Our Cognitive-Emotional Re-Processing Dynamics***

Hour 8: The Process Being: The Actuation Process of Success

- 1) ***Intend It:, Think It, Feel It, Know-You-Know It, Allow It to Happen***
- 2) ***Offense Actualization Play Sheet (Segment Intending)***
- 3) ***Defense Actualization Play Sheet (Segment Intending)***
- 4) ***Home Actualization Play Sheet (Segment Intending)***

Hour 9: The Intuitive Being: Gut Awareness and Intuitive Action of Mind

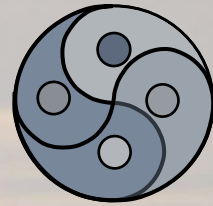
- 1) ***“Gut Awareness” involves EMOTIONS!!***
- 2) ***Feel, Know, Act***
- 3) ***Camouflaging, suppressing, or ignoring emotional states of being***
- 4) ***What feels-good-is-good, what feels-bad-is-bad (biologically) 172***

Hour 10: The Quantum Being: Peaceful Sate of “No-Mind” Potential

- 1) ***Mindless Awareness” and “Mindless Action” of Quantum Being***
 - 1) ***Beyond linear time, 3D space, and “reality”***
- 2) ***Heart Centered Awareness and Action: Feel, Act***
- 3) ***Swagger; Being Lucky; Being in the Flow: Intend It, It Happens***
- 4) ***Building Personal and Team Qi and a reality vortex of SUCCESS***
- 5) ***Affirming a REALITY of success: Hear, see, feel, smell, taste “IT”***



*Why learn from
“The Tao of Athletic Success”?*



Shadow

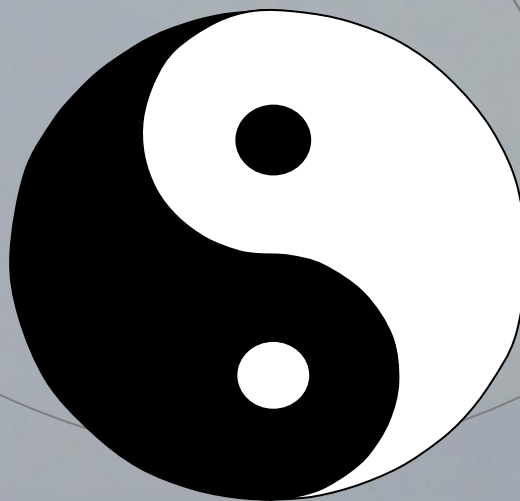


Light



*I want you to see, understand, and feel this marvelous
and harmonious movement of light and shadow.*

*Yin
Shadow*

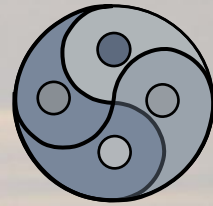


*Yang
Light*

*In the Tao, this harmony of light and shadow is
represented as Yin Yang.*



*Why learn from
“The Tao of Athletic Success”?*



1) Yinyang is the symbiotic and harmonious movement and dance of light and shadow, masculine and feminine, mind and emotion.

***Yin
Shadow,
Feminine,
Emotions***



***Yang
Light,
Masculine,
Mind***

a. Mind (cognition): mental activities of knowing and awareness;



includes thoughts, memories, beliefs, imaginings, perceptions, and reason

b. Emotions (plus moods, attitudes, and feelings):

they feel-good



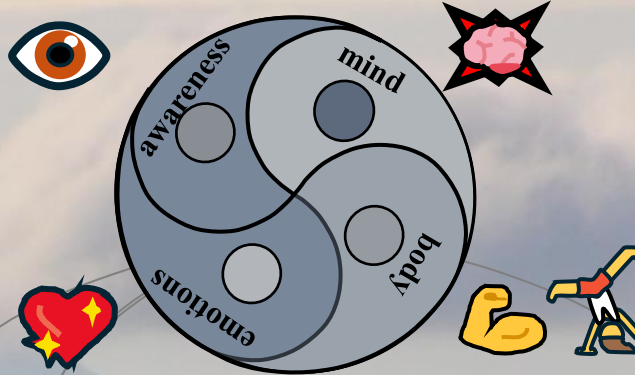
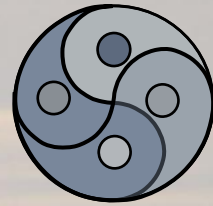
or they feel-bad.



Note: the use of “good” and “bad” is not in a religious or moral sense, but in a “How do you feel?” as a general sense of body awareness.”



Why learn from “The Tao of Athletic Success”?



The harmonious mind, body, emotions, and awareness relationship has evolved over millions of years of struggle, hardship, and conflict and the survival of the strongest, fastest, most agile and clever.

Feeling-good emotional awareness has evolved with (and correlates with) a strong, robust, and healthy physiology of the mind and body



conductive to health, well-being, and success.

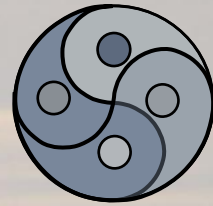


Feeling-bad emotional awareness has evolved with (and correlates with) a weak, frail, and unhealthy physiology of the mind and body



susceptible to illness, injury, and accidents.





Vortex of weakness

Vortex of strength

The Quantum Being

The Intuitive Being

The Process Being

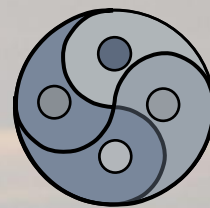
Mental-Emotional Being

Peaceful State of "No-Mind" Potential

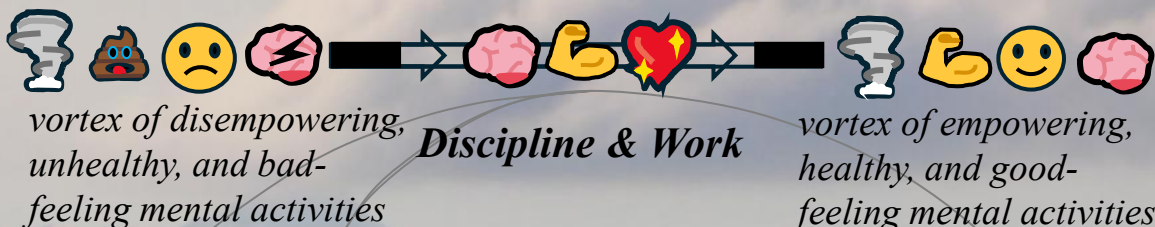
vortex of empowering, healthy, and good-feeling mental activities



“The Tao of Athletic Success” Workout Learning How to Succeed in Sports and In Life



The Mental-Emotional Being: Strength & Conditioning



Mental-Emotional Strength and Conditioning is about developing and strengthening an athlete's skills, abilities, and understandings to successfully re-process disempowering, unhealthy, and bad-feeling mental activities into empowering, healthy, and good-feeling mental activities conducive to health, well-being, and success. Symbiotic Sports Psychology understands the mind, body, emotions, and awareness as a harmonious team that has evolved out of millions of years of struggle, conflict, and battle of the survival of the fittest, fastest, most agile, and clever among us to work together as a team.

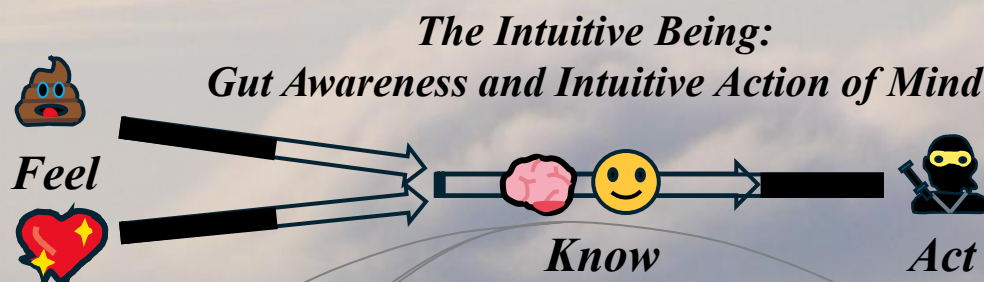
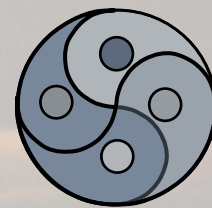
The Process Being: The Actuation Process of Success



Every successful competitive move, play, or shot, involves a five-step process. Intend It, Think It, Feel It, I Know I Know It, and Allow It. Introduction Video Prt3 is about taking the first step up Mt. Everest of the Tao and developing, the skills, abilities, and practices of successful Process Being. These 5-Steps harmonize an athlete's mind, body, and emotional awareness towards a feels-good, confident, and reflexive dynamic to successfully complete a move, play or shot. Learning and actualizing these steps will also reduce and eliminate injuries due to an unhealthy and imbalanced physiology. Remember: emotionally feeling-good has an evolved correlation with a healthy physiology. And, emotionally feeling-bad has an evolved correlation with an un-healthy physiology



“The Tao of Athletic Success” Workout *Learning How to Succeed in Sports and In Life*

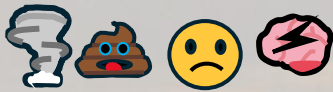


To be successful as an “Intuitive Being”, an athlete must understand the harmonious dance between shadow and light, feminine and masculine, between emotions and mind. An “Intuitive Being” acts on a “knowing” from a feeling that “something feels off” OR ... acts on a knowing that “this feels right”. An athlete cannot act on good or bad-feeling gut awareness if they are in an unaware state of mental-emotional turmoil that will camouflage any subtle mental-emotional significance and meaning. Whether an awareness that something feels right, or wrong, the mind must “process” that intuition, or hunch into an awareness and action....from within a good feeling vortex of power, strength, and agility conducive to health, well-being, and success.



Champions, in sport or in life, prevail because their cognitive-emotional projection of reality becomes dominant and prohibits the competition from seeing the reality of their own success. Quantum Being is a “Peaceful State of ‘No-Mind’ Potential”.... a state of “no-thought” centered in the Heart. Quantum Being is a very subtle and silent heart-centered existence of supreme confidence and awareness. There is not a convoluted, twisted, and blaring “mind” to interfere with and obstruct heart centered heightened and expanded awareness and spontaneous explosive action.

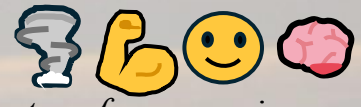
Mental-Emotional Being: Strength & Conditioning



*vortex of disempowering,
healthy, and bad-feeling
mental activities*

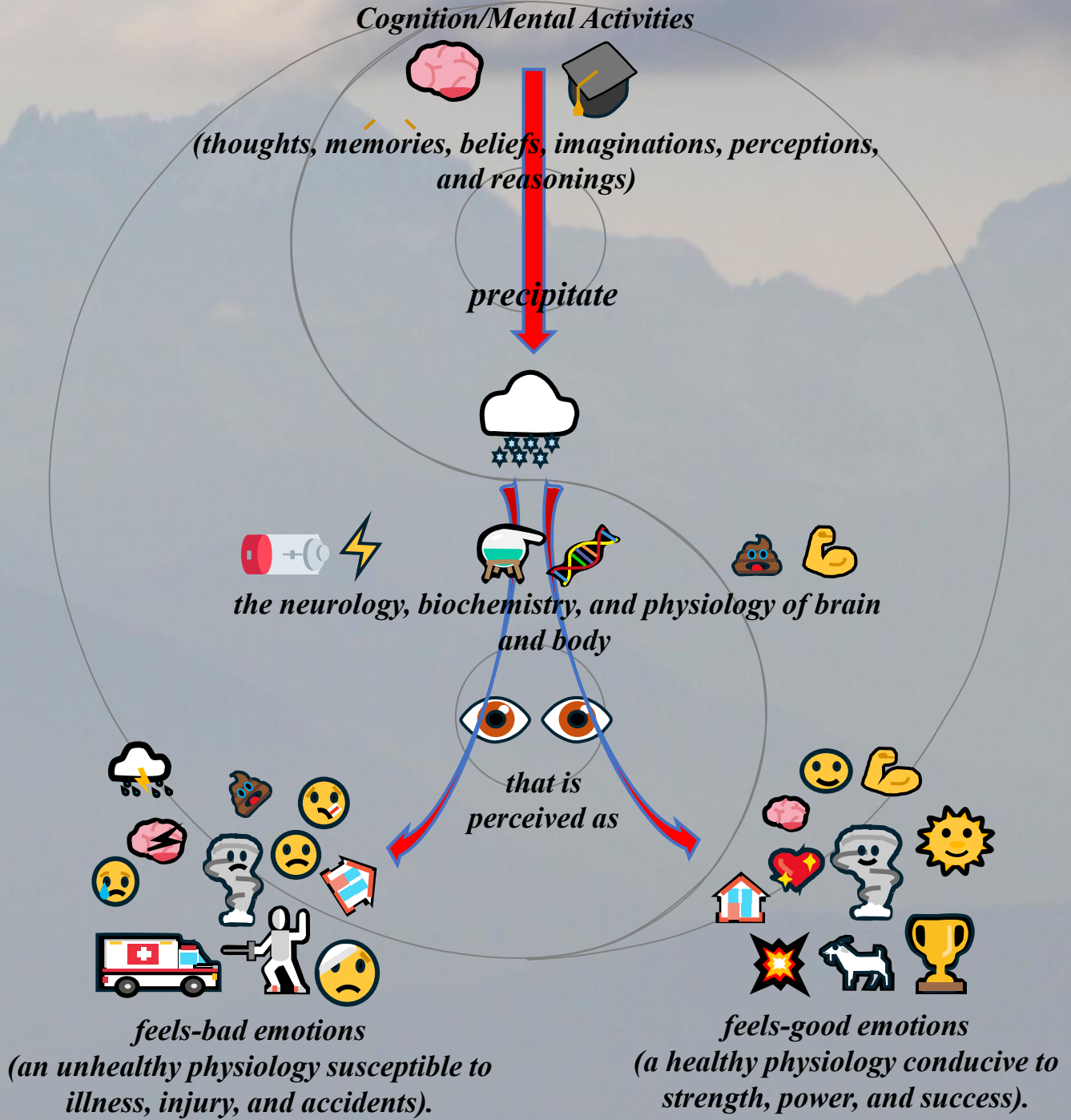


Discipline & Work



*vortex of empowering,
healthy, and good-feeling
mental activities*

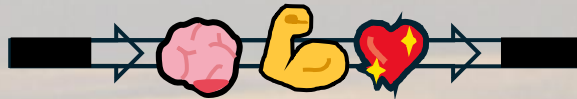
Emotional Wisdom



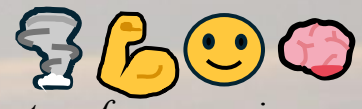
Mental-Emotional Being: Strength & Conditioning



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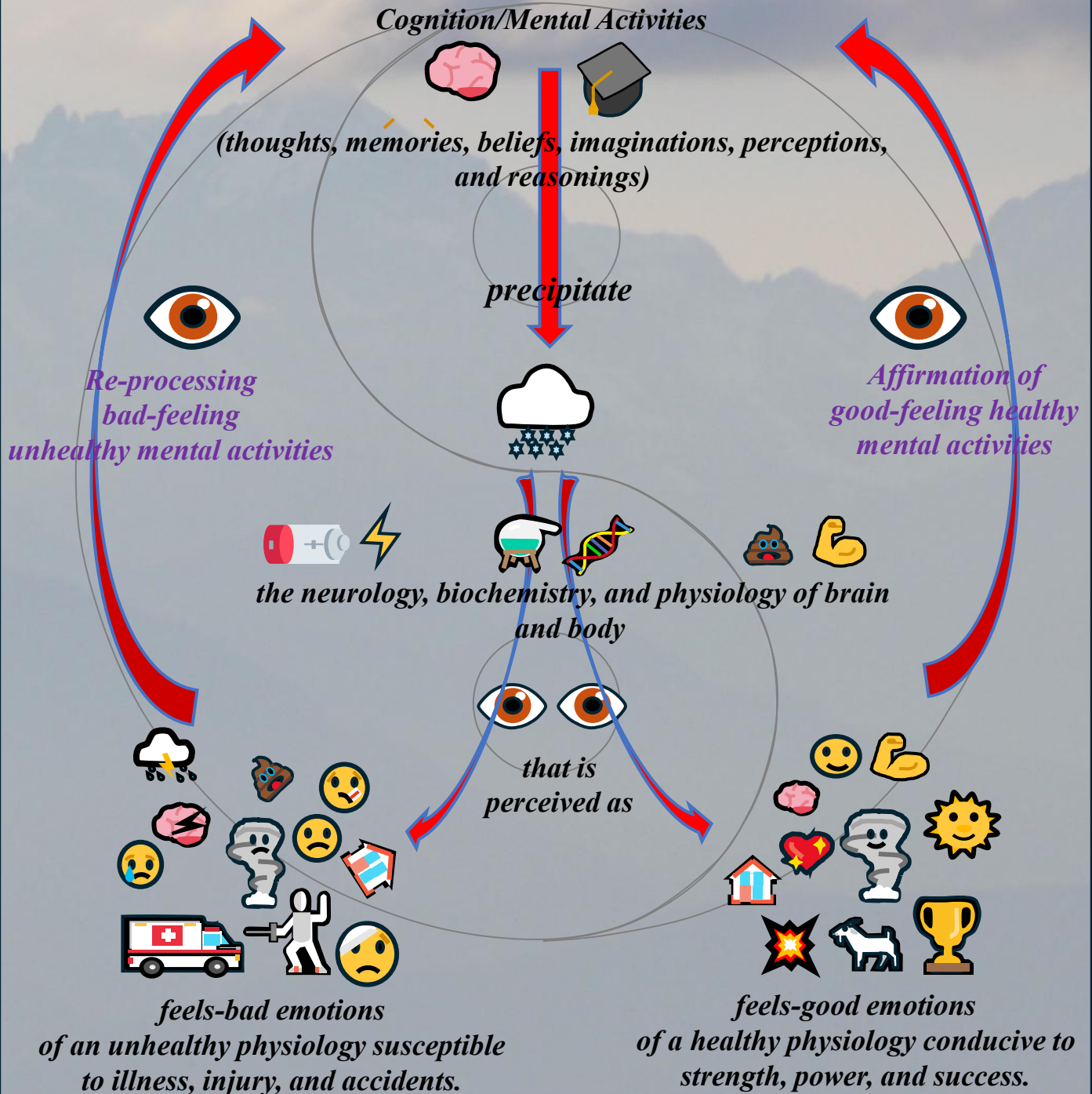


Discipline & Work



vortex of empowering,
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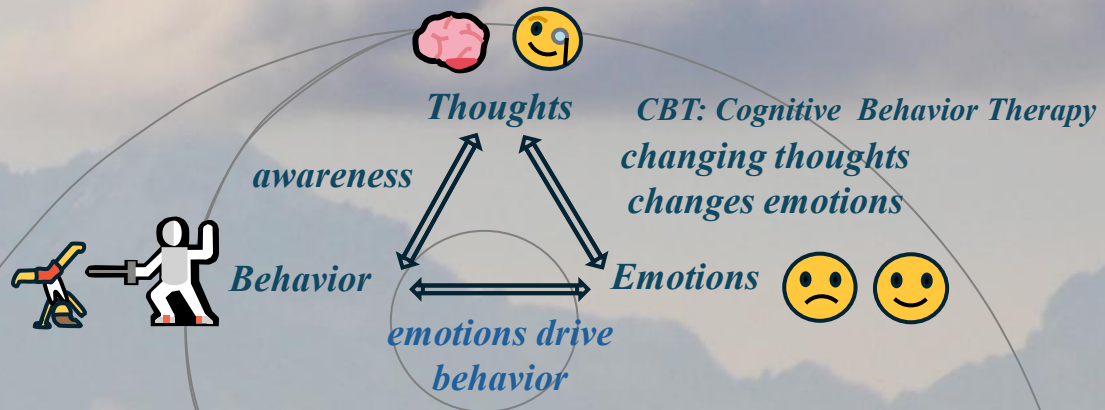
Cognition-Emotional Strength & Conditioning
(using emotional awareness to guide cognitive activities)



The Mountain Exists as You Are Taught
Today's "modern" sports psychology is based on a 3000-year-old academic linguistics of *emotionally driven behavior*.

The Cognitive Triangle

cognition: activities of awareness and knowing
(thoughts, memories, beliefs, imaginings, perceptions, reasoning)



1) Homer's "Iliad" (800-700BCE) (think Brad Pitt's "Troy" (2004))

- a) Achilles' fatal rage brought countless sorrows upon the Greeks.*
- b) 3000 years of a language and literature of "emotions drive behavior."*
- c) And, aberrant and dangerous emotions drive destructive behavior.*

2) Therefore, beginning with the Ancient Greek Philosophers (600-300BCE): The supremacy of "mind" and "reason".

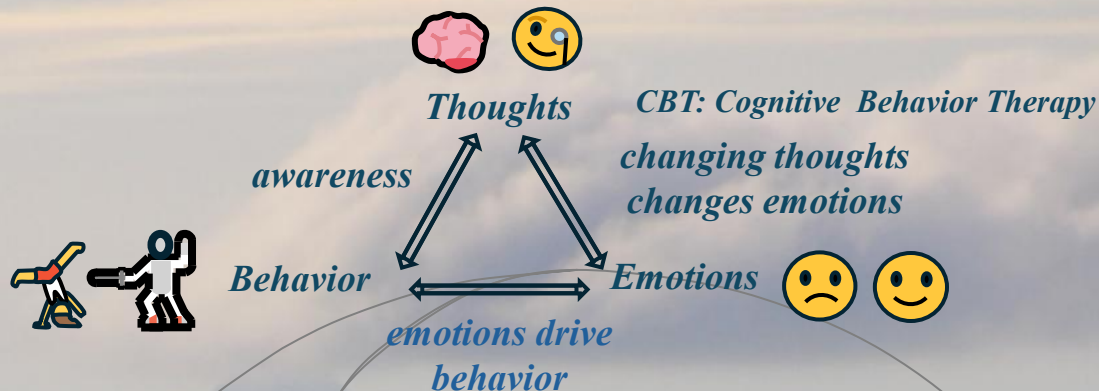
- a) Emotional dysfunction and disorder*
- b) Emotion regulation and control by mind (reason vs. emotion debate)*
- c) Literary debates between thoughts, emotions, and behavior:*
 - Mark Twain's Tom Sawyer*
 - Austen's Pride and Prejudice*
 - Dickens's Great Expectations*
 - Shelly's Frankenstein*
 - Works of Shakespeare*

3) Modern psychology of emotional dysfunction and disorder:

- a) means emotions must be controlled, regulated, and managed by mind*
- b) success of CBT "cognitive behavior [modification] therapies"*
- c) success of pharmaceuticals in mental illness*
 - i. a biochemical imbalance caused by emotional dysfunction*
 - ii. pharmaceuticals are used in attempt to regain biochemical balance*

The Mountain Exists as You Are Taught

*Today's "modern" sports psychology is based on a 3000-year-old academic linguistics of **emotionally driven behavior**.*



Today's Academic Sports Psychology of Emotional Control

Supremacy of the Mind

1) Mental Toughness and Focus

- a. Tolerate or ignore physical and emotional pain*
- b. Focus on physical strength, training, and abilities*

2) Mindfulness

- a. awareness of one's internal state and surroundings*
- b. without judging or reacting to them (APA)*

3) Realistic Visualization

- a. Imagining your successful behavior/outcome (in your sport)*

4) Positive Self-Talk

- a. offshoot of cognitive behavior [modification] therapy (CBT)*
- b. use of a mental construct of positive and negative cognitions*

5) Short Memory

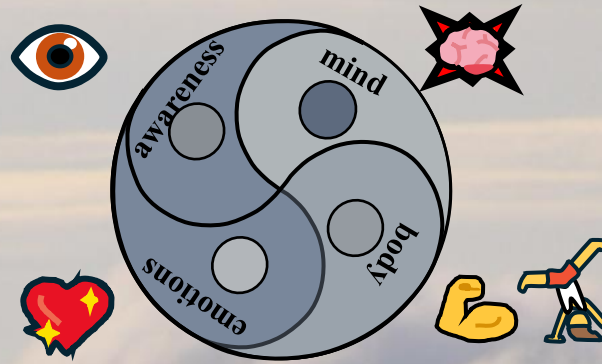
Emotional Dysfunction (anger management)

- 1) aberrant and dangerous emotions driving destructive behavior.*
- 2) emotional dysfunction under cognitive control*
 - a) mindfulness training (don't react, don't judge)*
 - b) mental toughness (tolerate emotional pain)*
 - c) change thoughts/change emotions (CBT)*

Professional Therapies

(Highly successful and well researched and evidenced based)

- 1) CBT (Cognitive Behavior Therapy)*
- 2) Pharmaceutical Therapies*



What is the cognitive triangle missing?

A. The brain as highly functional processor:

- 1) *That orchestrates neurological, biochemical, and physiological changes and states of being that drives behavior*
 - a. *Cognition precipitates the physiology that drives behavior*
 - b. *Emotions are the perception of these changes and states of physiological being (emotions become involved in the brain's driving behavior algorithm when they drive the thoughts that precipitate...)*
- 2) *Therefore:*
 - a. *Cognitive dysfunction (not emotional dysfunction)*

B. The Evolution of Body and Emotions

- 1) *Imagine a feeling good, but sick early humanoid...going out on a hunt on the plains of Africa?*
 - a. *Is his good-feeling and unhealthy physiology going to keep him alive?*
- 2) *Think of a good feeling drunk, stumbling out of a bar and into his car to drive across town during rush hour traffic to buy groceries...*
 - a. *What is going to happen?*
- 3) *Therefore:*
 - a. *Feeling-good emotions must correlate with a healthy physiology*
 - b. *Feeling-bad emotions must correlate with an unhealthy physiology.*

C. Dangerous cognitive behavior must be controlled regulated and managed with emotional awareness

- 1) *Feeling-good cognitive behavior correlates with a movement towards a balanced biochemical and neurological physiology conducive to strength, power, agility, cunning and successful decision-making ability.*
- 2) *Feeling-bad cognitive behavior correlates with a movement towards an imbalanced biochemical and neurological physiology susceptible to illness, injury, accidents, and poor decision-making ability.*

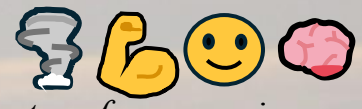
Mental-Emotional Being: Strength & Conditioning



vortex of disempowering,
healthy, and bad-feeling
mental activities

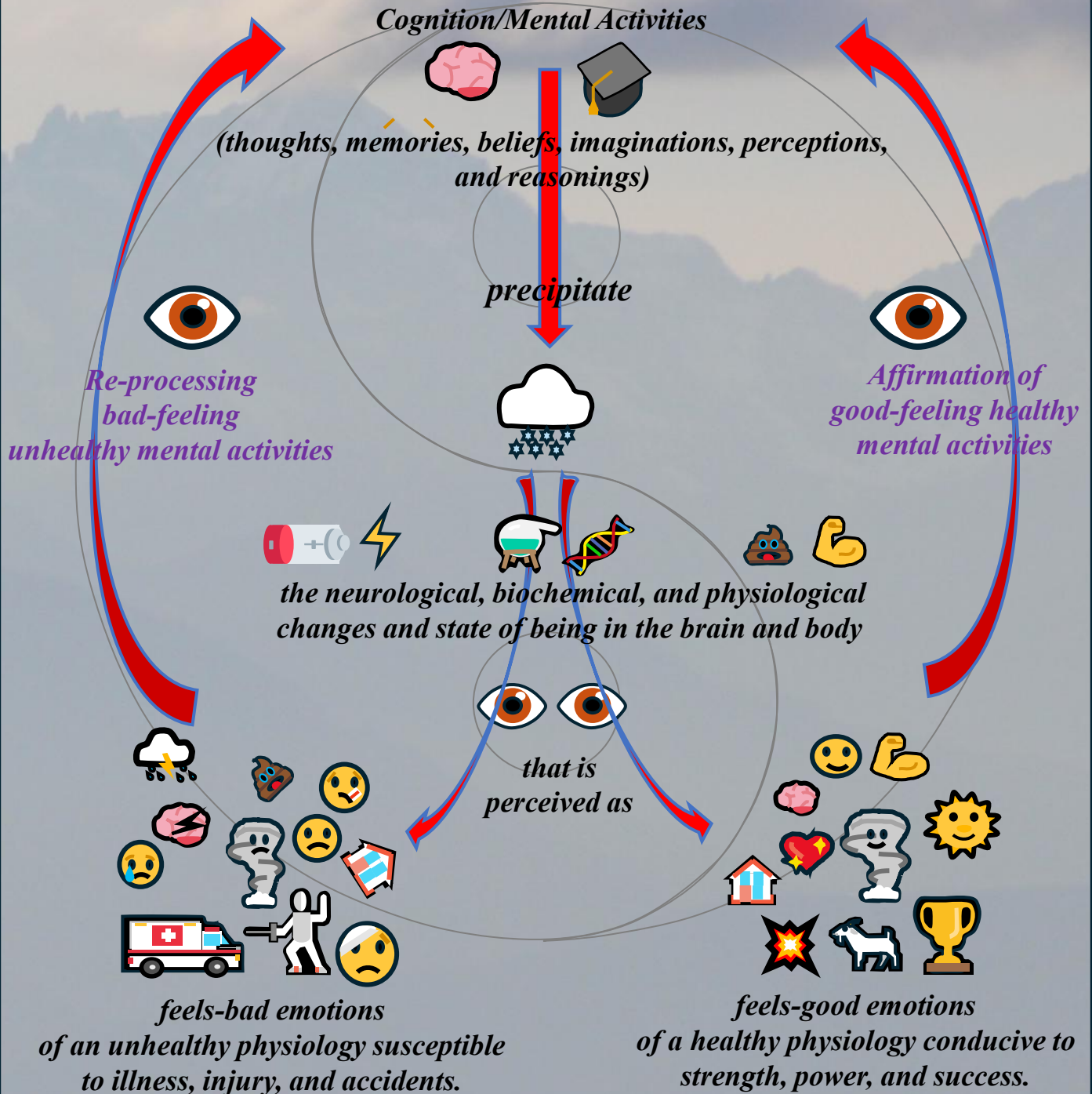


Discipline & Work



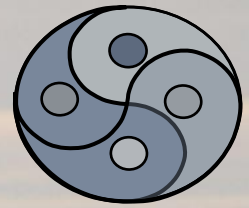
vortex of empowering,
healthy, and good-feeling
mental activities

Cognition-Emotional Strength & Conditioning
(using emotional awareness to guide cognitive activities)





*“The Tao of Athletic Success” Workout
Learning How to Succeed in Sports and In Life*



*Challenging Academic’s Literary Linguistic Sports Psychology of
3000-year-old Emotionally Driven Behavior and Control*

Something went wrong!?

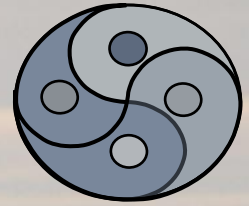


*Something went amiss for University of Wisconsin long distance runner
Sara Shulze (2000-2022) in the world of highly advanced, researched, and
academically grounded sports psychology.*

- 1) *“Mental toughness”: about tolerating and performing within a stressed and anxious (and unhealthy) physiology?*
 - a. *Mental discipline to re-process unhealthy physiology towards a healthy physiology of strength, power, agility, and cunning*
- 2) *Emotional control, regulation and management by the mind and (if necessary) with pharmaceuticals?*
 - a. *But cognitive behavior (not emotions) precipitates the physiology that drives behavior, and dangerous cognitive behavior must be controlled, regulated, and managed with emotional awareness*
 - b. *think car speedometer: emotions as a sensor of body condition*
 - c. *Note: Always follow your Doctors prescriptions.*
- 3) *Mindfulness: non-judgment & non-response to thoughts and emotions?*
 - a. *An athlete must evaluate & respond to their emotional awareness!*
 - b. *Dennis the Menace*



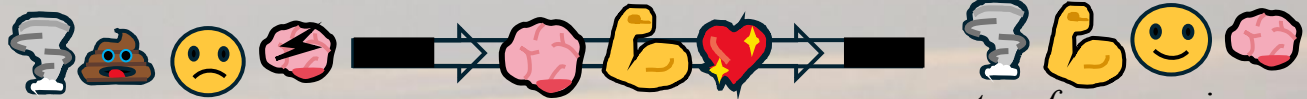
*“The Tao of Athletic Success” Workout
Learning How to Succeed in Sports and In Life*



*Challenging Academic’s Literary Linguistic Sports Psychology of
3000-year-old Emotionally Driven Behavior and Control*

- 4) *Short memory”: “forget about it and move on”?*
 - a. *What about emotional discipline to re-process unhealthy mental behavior conducive to errors towards a healthy physiology of success?*
- 5) *Cognitive “positive” self-talk?*
 - a. *What is “positive” without emotional awareness?*
 - b. *Is there a climate of emotional trust and awareness?*
- 6) *“Toughness” physical strength and conditioning coaching of “no pain, no gain”?*
 - a. *There isn’t an emotional pain equivalency!*
 - b. *Not responding to and re-processing emotional pain will lead to an unhealthy physiology and possible sickness and death*
- 7) *Cognitive Behavior Therapies (change thoughts to change emotions that drive behavior)?*
 - a. *Do emotions drive behavior or do emotions drive the cognitive activities that precipitates the physiology that drives behavior?*
- 8) *Mental “Illness” as an “illness” rather than an injury*
 - a. *Is a broken leg an illness or an injury to be healed*
 - b. *What is “burnt-hand disease”?*
 - c. *What is broken or injured?*
 - i. *our natural and evolved cognitive-emotional re-processing mechanisms*

Mental-Emotional Being: Strength & Conditioning



*vortex of disempowering,
healthy, and bad-feeling
mental activities*

Discipline & Work

*vortex of empowering,
healthy, and good-feeling
mental activities*

Discipline & Work: Returning to a Vortex of Power



Step 1: Develop Healthy Mental-Emotional Distracting Activities

Intent is to purposely distract the mind and get off an emotionally bad-feeling place and into a better (or-less bad) feeling-good place of power.

- 1) *Learn to “stop”, at the edge before you fall in. Don’t go there: change the subject*
- 2) *“Hop-skip-jump”: focus on breathing, where and what you feel inside, and look around all at the same time*
- 3) *Deliberate focused breathing: 4-4 timing (4in-4out); 4-2-4 timing (4in- hold2-4out); 2-4 timing (2in-4out); experiment and see what works.*
- 4) *Do something passionate.... for yourself.... that excites, delights, and ignites.*
- 5) *Go for a run, exercise, wear yourself out*
- 6) *Song and Laughter*
 - a. *Listen to music, watch videos,*
 - b. *get a laugh, sing a song.*
- 7) *Go some place comforting, exciting, or peaceful, etc.*
- 8) *Go on a rampages of appreciation. Or just look around and appreciate...*
- 9) *Acts of Kindness; Do something nice for a friend; Pet a cat (dog, rabbit.); ?*
- 10) *Get busy with your hobby(s) or some extra-curricular activity*
- 11) *Do some creative writing, keep a journal... but don’t wallow in the mud.*
- 12) *Dwell within, meditate within, a (your) feeling-good Higher Power*
- 13) *????*

Note: The “Black Dog Institute” in Australia uses student “anxiety” in primary schools as an indicator of a potential future of “mental health problems”. That is, if a student doesn’t have the skills to move out of “anxiety” now... they won’t have the capacity to re-process bad-feeling and unhealthy mental activities in their teen and adult years when life brings much greater challenges.

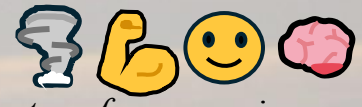
Mental-Emotional Body: Strength & Conditioning



*vortex of disempowering,
healthy, and bad-feeling
mental activities*



Discipline & Work



*vortex of empowering,
healthy, and good-feeling
mental activities*

Discipline & Work: Returning to a Vortex of Power



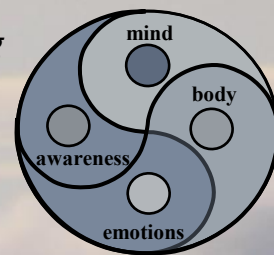
Step 2 Exercises: Develop Mental-Emotional Re-Processing Skills to get into a better (or less-bad) feeling place of power.

The intent is to turn pain into gain. How fast can an athlete re-process, re-structure, or re-develop emotionally debilitating, unhealthy and bad-feeling mental activities into healthy, strong, powerful, and good-feeling mental activities? mental activities: thoughts, memories, beliefs, imaginings, perceptions, reasoning.

- 1) *Find a better feeling (or “less-bad”) thought.*
- 2) *Re-state and re-focus from “unwanted” to the “wanted” desire and intended outcome: “I am not going to throw an interception” to “I will complete this pass”.*
- 3) *Re-framing, Lemons into Lemonade: This storm means an inside workout, but the crops can use the rain. Or... I learned something important from this defeat.*
- 4) *Modify beliefs: reason out a better feeling idea, concept, or belief that “expands, excites, and ignites”.*
- 5) *Attitude of Gratitude for Lessons Learned: From this failure, I learned how to be better and will succeed next time.*
- 6) *Appreciate the moment: Can “feels-good” be found here?*
- 7) *Forgiveness: forgiveness is not about pardoning another’s transgressions, but to free oneself from one’s own bad-feeling, unhealthy, and destructive mental activities.*
- 9) *Re-evaluate wants, and desires: re-establish or re-think intent/intentions*
- 10) *Find, meditate and dwell within the good-feeling place of success*
- 11) *Re-assess inherited personal, institutional, and religious beliefs and logic.*
- 12) *Use religious and secular teachings of compassion, love, and forgiveness.*
- 13) *Learn to “STOP”; don’t start down the negative, bad-feeling rabbit hole.*
- 14) *Use the “not wanted” to define what “is wanted”*
- 15) *Seek professional Therapy, Counseling, and Healing. (personal note: never take any medications without also including some sort of cognitive behavior modification therapy)*



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Symbiotic Sports Psychology is based on millions of years of evolutionary survival of the strongest, most powerful, clever, and fittest. Symbiosis is about different entities such as the mind, body, emotions, and awareness working together in harmony and mutual benefit. This understanding of teamwork and cooperation is not addressed and even excluded in all other sports psychologies which are based in academia's 3000-year-old literary linguistics of emotionally driven behavior where emotions must be controlled, regulated, and managed by the mind.

Emotions have not survived the evolutionary mill to be dominated with mental toughness and control. Nor have emotions evolved to be ignored and snubbed with mindfulness training. Emotional awareness, understanding, and response is vital to athletic success. Emotions are necessary to understand and bring an awareness to an athlete's physiological health, strength, and power. Good-feeling emotions have evolved with a strong, powerful, and agile physiology. Bad-feeling emotions have evolved with a weak, fragile, and imbalanced physiology. Good and bad-feeling emotional awareness and proper response are vital to an athlete's development of their own physiological health, well-being, and success.

What is a "proper response" to good and bad-feeling emotional awareness? What is the emotional response within an error, loss, or defeat? How about within success, win, and a victory? Simply stated, when an athlete's focus is on something not wanted, not desired, or not intended, they will feel emotionally-bad. When focusing upon that which is wanted, desired, or intended, they will feel emotionally-good. And since bad-feeling emotions have an evolved correlation with an unhealthy physiology and good-feeling emotions have an evolved correlation with a healthy, robust, and vital physiology, the challenge becomes straight forward.

Symbiotic Sports Psychology and Coaching

What is Cognitive-Emotional Strength and Conditioning?

- 1) developing an athlete's awareness to their own emotional state of being.*
- 2) developing an athlete's understanding and significance of their evolved good and bad-feeling emotions, moods, attitudes, and feelings.*
- 3) developing an athlete's mental-emotional strength, skill, and agility to re-focus the mind from...*
 - 1) bad-feeling, unhealthy, and disempowering thoughts, memories, beliefs, imaginings, perceptions, and reasoning and towards...*
 - 1) good-feeling, healthy, and empowering mental activities that correlate with a powerful, strong, and agile physiology.*

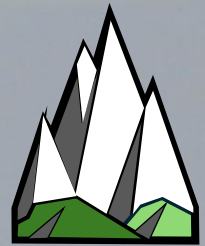
The success of any athletic training cannot be defined solely by the athlete's ability to win today; success must be defined by the athlete's ability to achieve with the presence of health, vigor, and joy along with the necessary cognitive skills, abilities, and motivation to nurture these learning behaviors throughout life by employing their own evolved cognitive-emotional bio-feedback mechanisms.

When an athlete has developed the strength, skill, and agility to re-focus their own mental activities towards good-feeling and healthy thoughts, memories, beliefs, imaginings, perceptions, and reasonings they are ready to climb the Mt. Everest of the Tao and realize a new potential of:

Gut Awareness and Intuitive Action of Mind

And

*The Peaceful State of "No-Mind" with
Mindless Heightened and Expanded Awareness and
Mindless Instantaneous and Explosive Action*



Success is not trying.

Success is not doing.

Success is being.

Success is a state of being:

*a feeling-good, mental-emotional
healthy state of being that has
evolved with power, strength, speed,
stamina, agility and successful
decision-making ability.*

Don't do it.

Be It!



Offense or Defense Actualization Play Sheet

(Segment Intending)

These "play sheets" are set up for defense or offence because an offensive play begins with actuating their own "intention". A defensive play begins with an "awareness" of the offensive intention.

On the offensive play sheet name the play, move, or action (making a put, goal, shooting jump shot, kicking the ball, catching and throwing the ball, rounding a gate, etc.) in your sport. Or, on the defensive play sheet, name the defensive counter plays.

Then use following sections to break each play (or move) into its segments of learning. Or each play or move can be one single intent. First label each segment and its intent. Then did you... "think it?", "feel it?", "know you know it?" and "allow it?" and finally was the play/move successful?

An athlete can self-evaluate 11-moves on a sheet. Or, as I was able to put 11 positions on a sheet, a football coach can use the "Actuation Sheets" to evaluate every position of a single play. Or a basketball coach can use 5 rows for what each player should accomplish within a play, or 9 for the soccer coach, etc.

OFFENSE ACTUALIZATION PLAY SHEET PLAY: _____

SEGMENT –I INTENTION

MOVE: _____

1 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

2 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

3 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

4 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

5 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

6 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

7 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

8 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

9 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

10 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

11 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

OFFENSE ACTUALIZATION PLAY SHEET PLAY: _____

SEGMENT –I INTENTION

MOVE: _____

1 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

2 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

3 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

4 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

5 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

6 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

7 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

8 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

9 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

10 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

11 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

DEFENSE ACTUALIZATION PLAY SHEET PLAY: _____

SEGMENT –I INTENTION

MOVE: _____

1 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

2 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

3 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

4 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

5 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

6 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

7 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

8 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

9 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

10 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

11 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

Awareness

Allow

DEFENSE ACTUALIZATION PLAY SHEET PLAY: _____

SEGMENT –I INTENTION

MOVE: _____

1 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

2 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

3 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

4 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

5 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

6 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

7 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

8 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

9 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

10 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

11 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

Home Actualization Play Sheet

(Segment Intending)

Each segment of a day is an opportunity to practice success by intending and allowing events from an emotionally good-feeling place of being. Identify nine segments throughout each day and intend and allow their good-feeling outcome.

There are the “physical” segments as in “make a good breakfast”, “make it a great day”, “get to my first class”, “get homework done”, etc., etc. There are also many mental-emotional segments of the day to get into a better feeling place; such as a segment where a person intends to “stop going into that emotionally bad-feeling place”, or a segment of “looking around to find something nice to distract myself”. And then there are the segments of intent to re-processing beliefs, judgements, thoughts to a better feeling place.

And finally, the best segment intention of all. “I am going to find something to do or dwell upon that excites, ignites, and delights!” Or maybe the segment intent is to do something just for yourself that gets you into a “less-bad” feeling place.

HOME ACTUALIZATION PLAY SHEET**DATE:** _____**SEGMENT –I INTENTION****DAY:** _____

1 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

2 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

3 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

4 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

5 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

6 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

7 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

8 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

9 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

10 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

11 _____ Intent: _____

Think it: _____ Feel it: Y ____ N ____

Know it: Y ____ N ____ Allow it: Y ____ N ____ Success: Y ____ N ____

HOME ACTUALIZATION PLAY SHEET

DATE: _____

SEGMENT -I INTENTION

DAY: _____

1 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___

2 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___

3 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___

4 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___

5 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___

6 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___

7 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___

8 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___

9 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___

10 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___

11 _____ Intent: _____

Think it: _____ Feel it: Y ___ N ___

Know it: Y ___ N ___ Allow it: Y ___ N ___ Success: Y ___ N ___



The greatness of the human life experience emerges from the flames of individual desire arising out of hell's fiery conflicts on earth. Intention is forged in these fires. Emotion aligns our journey with these new intentions. Each succeeding generation will have its own mountains to climb and waters to cross with their own stars to navigate towards. Intent is that guiding star and our emotions perceive its light. The more joyous the feeling, the more harmonious and powerful the wonders revealed through life's journey.





Andrew O. Jackson has an MS in Technology Education and an MS in Management Technology from the University of Wisconsin – Stout. He was a high school shop teacher (Dominican H.S., Milwaukee, WI), a college CAD (computer-aided design) instructor (Herzing College, Madison, WI), a guest instructor in China teaching quality and inventory management (Northwest Institute of Light Industry, Xianyang, China), and a quality manager at an OEM (original equipment manufacturer) (ABL-Lights, Stevens Point, WI). He is now happily married and retired from mechanical engineering (Johnson Industries International, Lake Windsor, WI), spending his summers sailboat racing and winters ice-boat racing and alpine skiing with his wife Barbie and their two cats.

“I like to say I have a PhD in Psychology from the School of Hard Knocks. The difference being that an accredited school requires classes, exams, and a successful defense of one’s own dissertation. I, on the other hand, either realize, develop, and self-prescribe a new psychology of cognitive-emotional behavior more in line with natural evolution and live, or fail and die.”

Andrew O. Jackson suffered from psychotic mania, suicidal depression, and schizophrenic tendencies. He was in and out of mental hospitals from 1979 to 1996. Once after another “blackout” period, he “awoke” in a mental ward and wondered how he got there this time. The nurse said he went up to a police car and told them that his friend needed help. His “friend” was a trash can. Another time he “awoke” with a rope in his hand ready to put an end to this torturous life when a voice asked him, “Can you go on?” “They” wanted him to continue this existence a while longer. He replied, “Yes” and got himself to a hospital.

Around 1993, in a moment of inspiration that has now led to his break away from academia’s 3000-year-old literary linguistics of emotionally driven behavior and emotional regulation and control. He began a self-directed healing program using his good and bad-feeling emotional awareness as indicators of (and progression towards, or away from) a healthy biochemical, neurological, and physiological state of being. Instead of a literary linguistics of emotional regulation and control by the cognitive mind, he developed a symbiotic psychology where emotions and the cognitive mind work in a harmonious synergy for the health, well-being, and success of the individual. After a couple more psychotic episodes (one that landed him in the El Paso County jail and led to a divorce from his first wife) and after seventeen years of therapists, psychologists, and psychiatrists, he no longer needed the benefits of their assistance. He has been medication-free and without disassociation, depression, or mania episodes and has not seen a therapist, psychologist, or psychiatrist since 1996. He is now working to improve the lives of others through athletic cognitive-emotional strength and conditioning coaching and consultation.