"The Tao of Athletic Success Workout"
Information Packet
(rev2026-09-01a)

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

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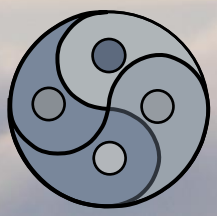
The Harmonious Interaction Between Mind, Body, Emotion, and Awareness



Which end of the stick are you hanging on to?

a physiology of strength, empowerment, and successful decision-making

a physiology of weakness, impotence, and poor decision-making

How do you know?

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.

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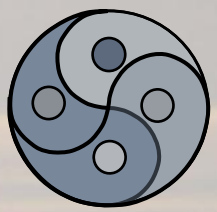
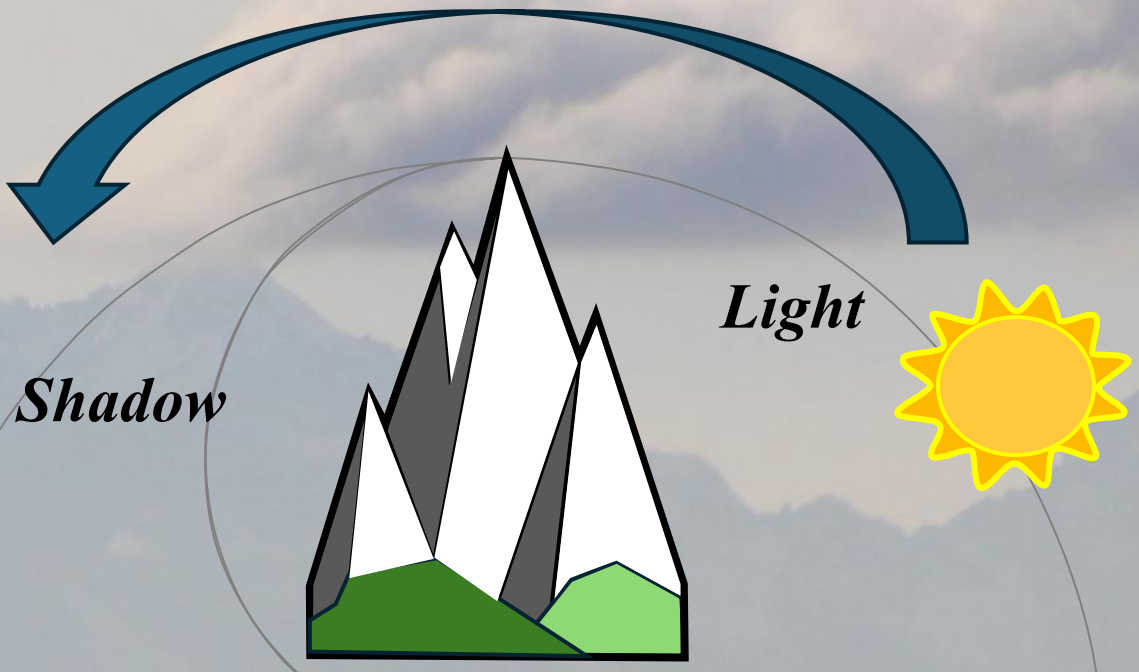
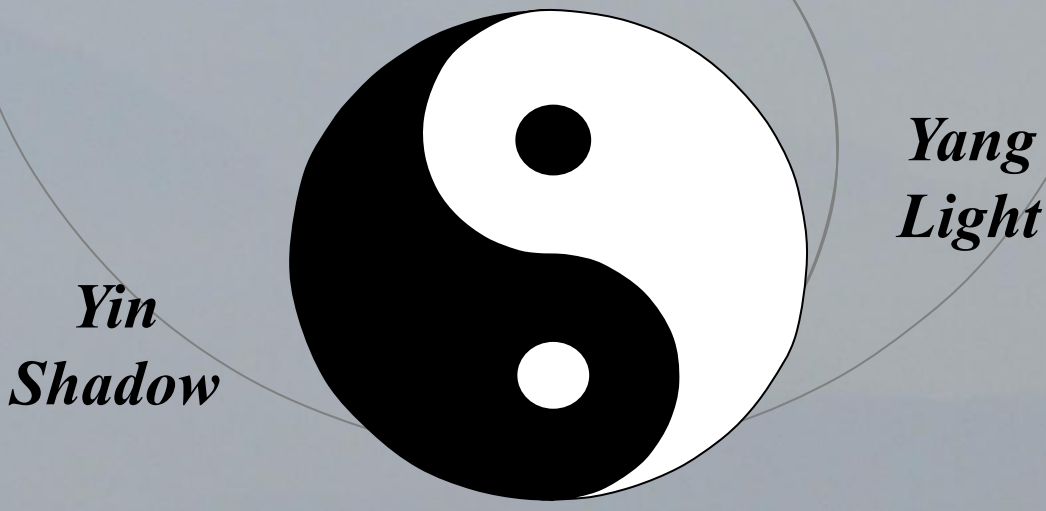




I want you to see, understand, and feel this marvelous and harmonious movement of light and shadow.



In the Tao, this harmony of movement between light and shadow is represented as YinYang.

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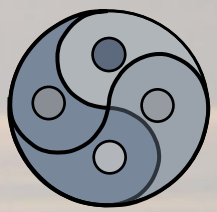
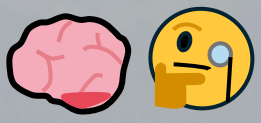


1) Yinyang is the symbiotic and harmonious movement and dance of light and shadow, masculine and feminine, mind and emotion.

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.

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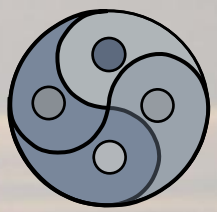

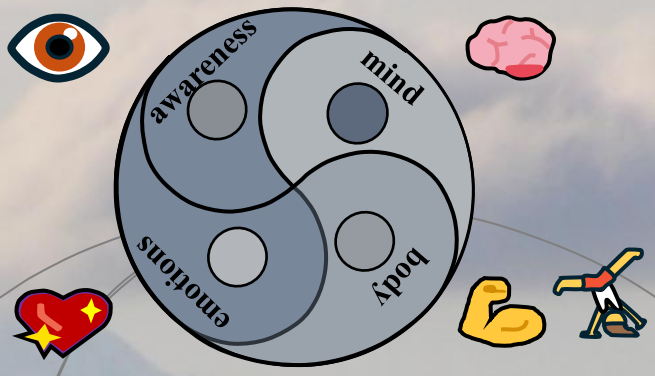

The Tao of Athletic Success is based on the evolved *symbiotic synergy* between mind, body, emotions, and awareness.

c. ***Symbiotic:*** **when different and separate entities work harmoniously together for their mutual benefit.**

d. ***Synergy:*** **when entities work harmoniously together and their output is more than the sum of their parts. 1+1 is more than 2…1+1 = 3, 4, 5 or even more.**

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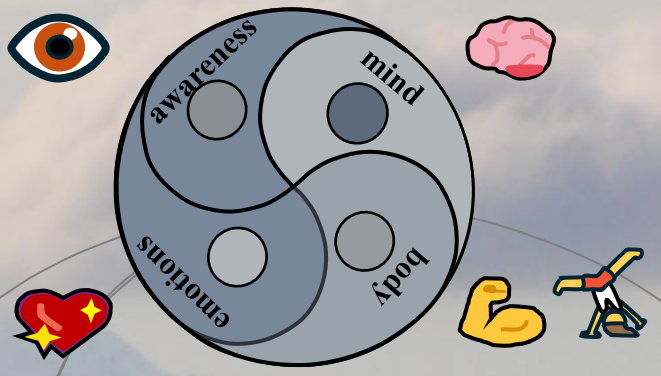


The harmonious mind, body, emotions, and awareness relationship has evolved over millions of years of struggle, hardship, and conflict and the survival of the strongest, fastest, most agile and clever.

Feeling-good emotional awareness **has an evolved correlation with a strong, robust, and healthy physiology of the mind and body**

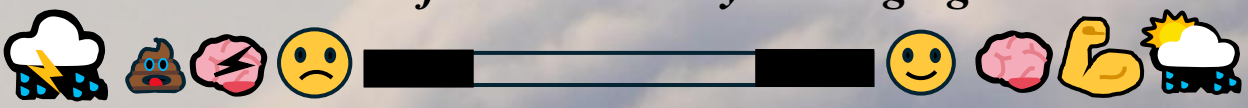
conducive to health, well-being, and success.

Feeling-bad emotional awareness **has an evolved correlation with a weak, frail, and unhealthy physiology of the mind and body**

vulnerable to illness, injury, and accidents.

The Harmonious Interaction Between Mind, Body, Emotion, and Awareness

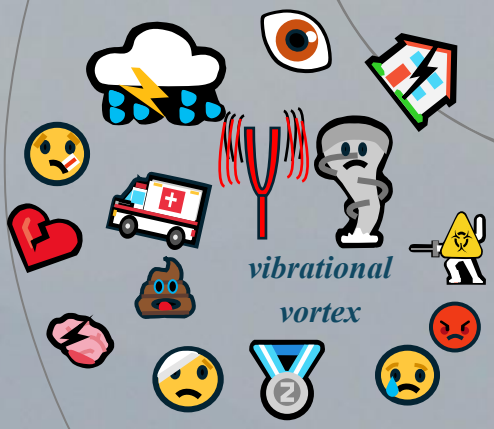
Which end of the Stick are you hanging on to?



Bad-feeling: *unhealthy, weak, fragile, and imbalanced physiology*

Good-feeling: *healthy, strong, robust, and balanced physiology*

A Vibrational Vortex of Emotional Bad-Feeling Mental Activities



The player/team that wallows in the bad-feeling misery **of a "mishap" and maintains their bad-feeling vortex on that which is NOT wanted/desired/intended will magnify each mishap into even more poo.**

A Vibrational Vortex of Emotional Good-Feeling Mental Activities

The player/team that, spites each "mishap" **and maintains their good-feeling vortex and awareness on their want/desire/intent of success and victory will learn and even use each mishap to their benefit.**

One's Own Internal Journey Up The Mt. Everest of the Tao

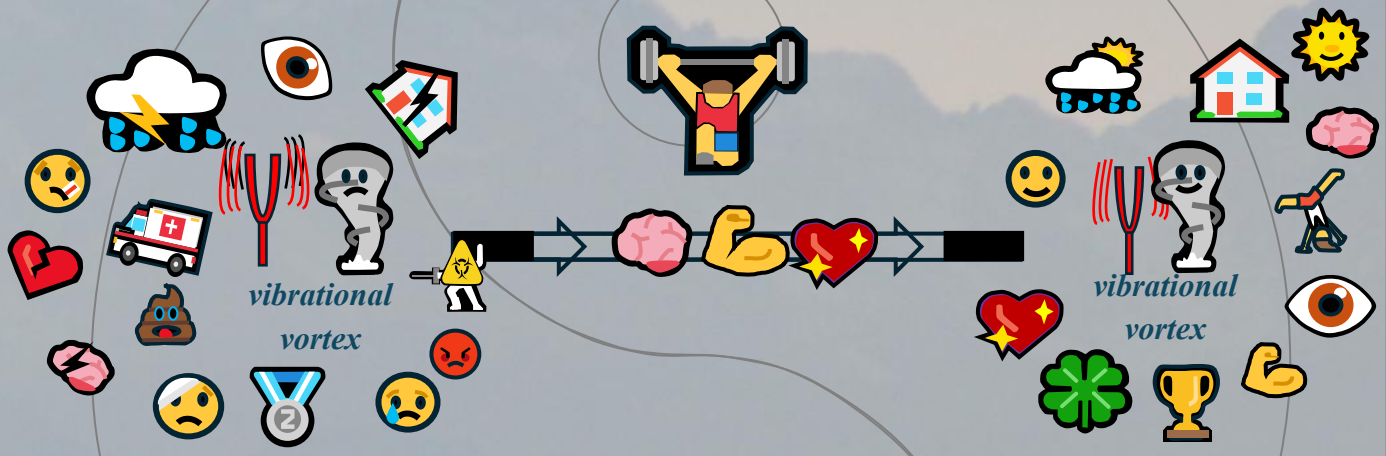
Heart Centered, Peaceful State of "No-Mind" Potential

1. ***The Mental-Emotional Being***
   a. ***Learning to use emotions to guide mental activities***
2. ***The Process Being***
   a. ***Coordinating a harmonious movement of mind, body, and emotion awareness for success***
3. ***The Intuitive Being***
   a. ***Using intuition and instincts in competition***
4. ***The Quantum Being***
   a. ***Developing one's personal power of heart centered, peaceful state of no-mind potential***

Climbing Mt. Everest of the Tao

(1) Mental-Emotional Being

Discipline, Work, Strength and Conditioning



Vibrational Vortex of weakness → *Vibrational Vortex of strength*

Boot Camp: developing the skills, abilities and knowledge to use emotions to guide mental activities towards a physical vortex of strength, power, agility and stamina conducive to health, well-being, and successful decision-making prowess.

The Mental-Emotional Being

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

Discipline, Work, Strength, & Conditioning

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

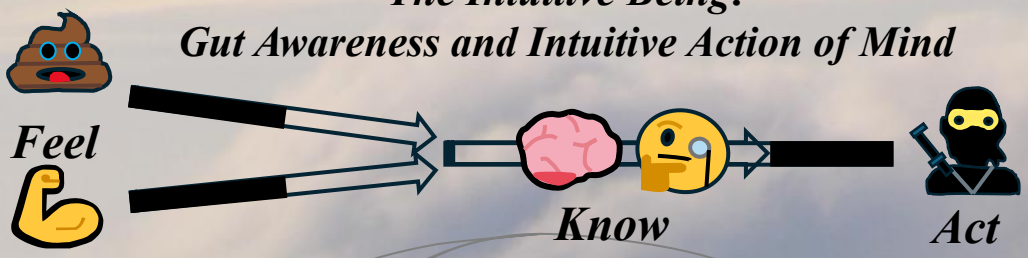
Mental-Emotional Strength and Conditioning is about developing and strengthening an athlete's skills, abilities, and understandings to successfully re-process disempowering, unhealthy, and bad-feeling mental activities into empowering, healthy, and good-feeling mental activities conducive to health, 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

Intend It *Think It* *Feel It* *I Know I Know It* *Allow It*

The successful completion of every competitive activity, movement, and motion by an athlete, no matter their sport, involves a five-step process. Intend It, Think It, Feel It, I Know I Know It, and Allow It to happen. The Actuation Process of Success is about developing, the skills, abilities, and practices of successful motion. These 5-Steps harmonize an athlete's mind, body, and emotional awareness towards a feels-good, confident, and reflexive dynamic to successfully actuate their intent or role in a competitive contest. 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 of success. And, emotionally feeling-bad has an evolved correlation with an un-healthy physiology of failure.

The Intuitive Being: Gut Awareness and Intuitive Action of Mind



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 meaning. Whether an awareness that something feels right, or wrong, the mind must "process" that intuition, or hunch into an awareness and action….from a feels-good emotional vortex of power, strength, and agility conducive to health, well-being, and success.

The Quantum Being and Our Personal Power of Qi

Mindless Heightened and Expanded Awareness

Heart-Centered Peaceful State of "No-Mind" Potential

Mindless Instantaneous and Explosive Action

Quantum Being is a "Heart Centered, Peaceful State of 'No-Mind' Potential"….of mindless heightened and expanded awareness igniting instantaneous and explosive action. Quantum Being is a state of "no-thought" centered in the Heart. Quantum Being is a very subtle heart-centered existence of supreme confidence and awareness. Quantum Being is death of the Ego, the convoluted, twisted, and blaring aspect of the "cognitive mind" an athlete created to survive within their cultural environment. But the Ego sabotages heart centered heightened and expanded awareness and heart centered spontaneous explosive action. 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.

The Mental-Emotional Being

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

Discipline, Work, Strength, & Conditioning

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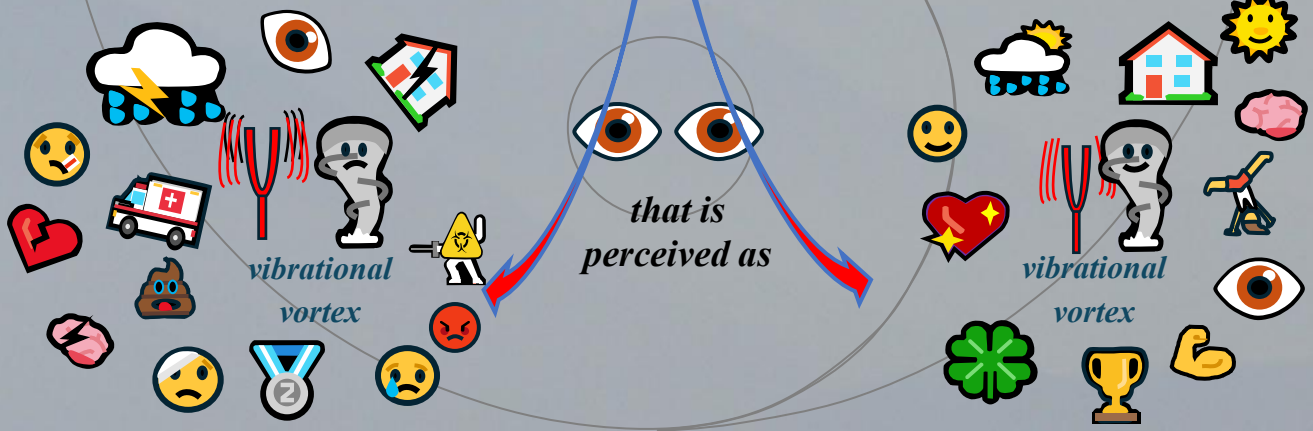
Emotional Wisdom

Cognition/Mental Activities

(thoughts, memories, beliefs, imaginations, perceptions, and reasonings)

precipitate

the neurology, biochemistry, and physiology of brain and body



or

feels-bad emotions of an unhealthy physiology susceptible to illness, injury, and accidents.

feels-good emotions of a healthy physiology conducive to strength, power, and success.

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

Cognition/Mental Activities

(thoughts, memories, beliefs, imaginations, perceptions, and reasonings)

precipitate

Re-processing bad-feeling unhealthy mental activities

Affirmation of good-feeling healthy mental activities

the neurology, biochemistry, and physiology of brain and body

that is perceived as

vibrational vortex

vibrational vortex

feels-bad emotions of an unhealthy physiology susceptible to illness, injury, and accidents.

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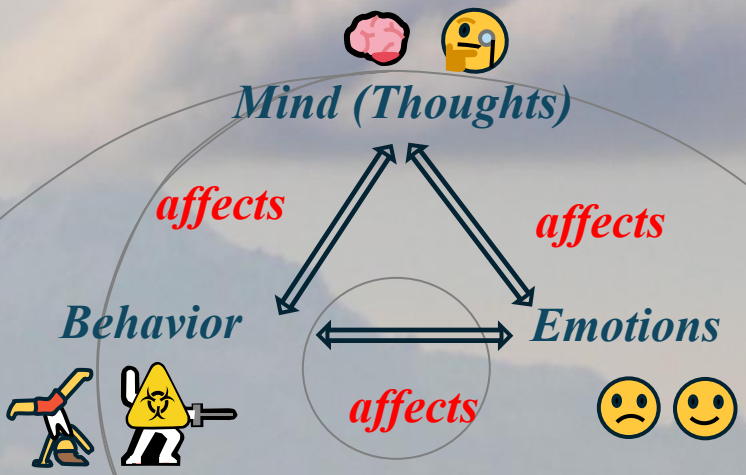
The Mountain Exists as You Are Taught

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

The Cognitive Triangle of Cognitive Behavior Therapy (CBT)

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



1) Homer's "Iliad" (800-700BCE) (think Brad Pit'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) Our 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

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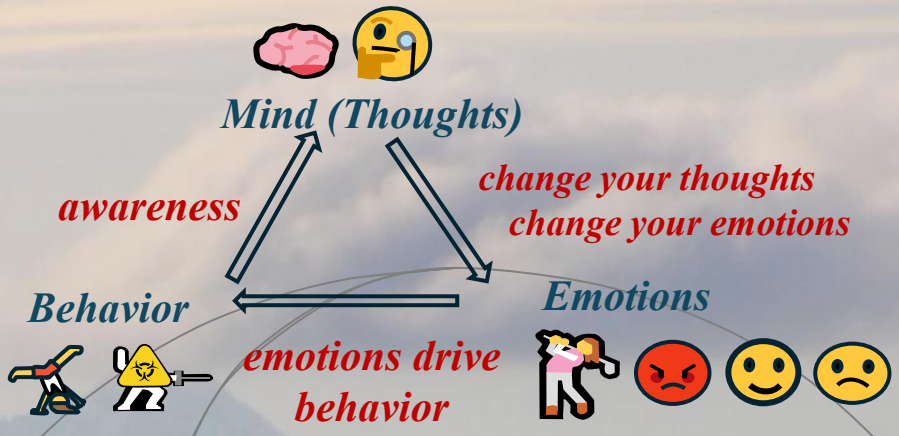


Today's Academic Sports Psychology of Emotional Control

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)

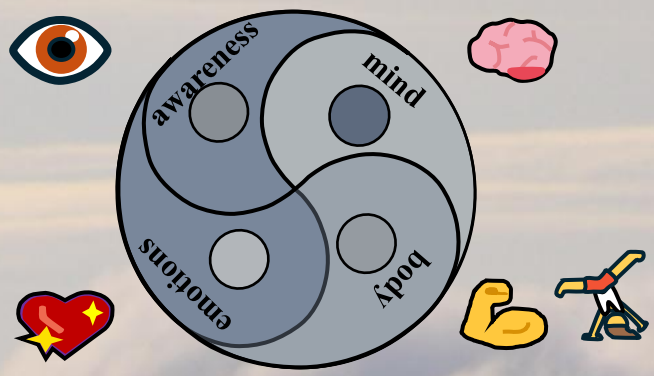
c) change thoughts/change emotions that drive behavior (CBT)

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 is a highly functional biological 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.

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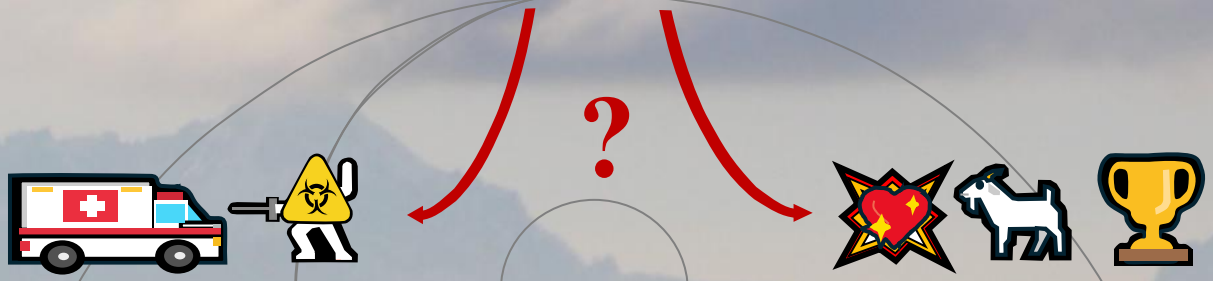
Challenging Academic's Literary Linguistic Sports Psychology of 3000-year-old Emotionally Driven Behavior and Control

Something went wrong!?



Something went amiss for promising, young University of Wisconsin long distance runner Sara Shulze (2000-2022) who committed suicide in our University's 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. *Instead of "mental toughness" and athlete must develop the "mental discipline" to re-process emotionally bad-feeling unhealthy physiology towards emotionally good-feeling healthy physiology of strength, power, agility, and cunning conducive to success*

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 therefore dangerous cognitive behavior must be controlled, regulated, and managed with emotional awareness*
   b. *Like a car's instruments inform the driver of potential problems, a person's emotions perceive the health of their physiological state of being*
   c. *Note: Always follow your Doctors prescriptions.*

Today's Sports Psychology of 3000-year-old Emotionally Driven Behavior and Control Sabotages Necessary Emotional Awareness

3) ***"Mindfulness"*** *teaches non-judgment & non-response to thoughts and emotions?*
   a. *But an athlete must evaluate & respond to their emotional awareness for their own health, well-being, and successful decision-making prowess.*
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) ***"Positive Self-Talk"****?*
   a. *There is no "positive self-talk" without integrating the necessary ingredient of good-feeling emotional awareness.*

6) ***"Physical Toughness"*** *training: 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) ***"Emotional Disorder":*** *Do emotions drive dysfunctional behavior or does dysfunctional cognitive activities precipitates the physiology that drives dysfunctional behavior? Emotions are not a disorder or dysfunctional when accurately perceiving one's physiological state of being.*

8) ***"Mental Illness"*** *as an illness rather than a language and literary neurolinguistic programming of an erroneous belief in emotional control by the mind rather than emotional guidance of the mind. We don't want emotions controlling mental activities but guiding bad-feeling mental activities of disempowerment towards good-feeling cognitions of empowerment.*

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

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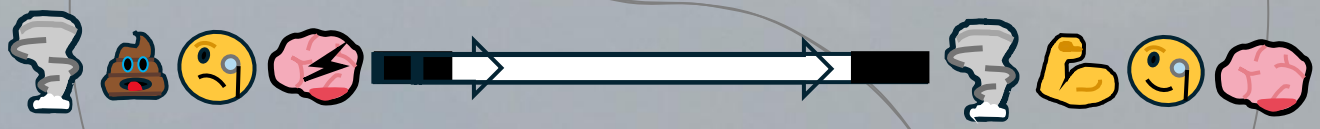
Emotional Wisdom: Where do you start?
(Creating Your Own Toolbox)

An athlete starts by attaining and maintaining a vortex of empowering, healthy, and good-feeling mental activities.

1. ***Do something for your self,*** *every day, that brings about good-feeling emotional awareness*

2. ***Before you start a project, workout, practice, or start any chore or activity, take a moment to*** *get into a good-feeling place of power.*

3. ***Start prioritizing your daily activities;*** *start with the one that brings about the most excitement or passion. And after that activity has run its course, do the next exciting activity. And so on throughout the day.*



4. ***Use the Power Stick to focus on what is wanted:***
   (or re-focus from what is not wanted to what is wanted)
   - *a. realize what you really don't want*
     - *i. negative, emotional bad-feelings*
     - *ii. an unhealthy physiology of weakness and impotence and*
   - *b. but understand the power of your bad-feeling, negative thinking*
     - *i. negative thoughts tell you what you don't want*
       - ➢ *penalty, turnover, interception, fumble, missed block*
     - *ii. in your sport, your position, your "performance"*
       - ➢ *what don't you want*
   - *c. Now get to the other end of the stick when focusing upon what you do want*
     - *i. emotional good-feelings*
     - *ii. a healthy and balanced physiology of strength and power*
     - *iii. re-phase, re-develop negative, unwanted thinking to wanted*
       - *i. what do you want to see, want to do, want to happen…*

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Cognitive-Emotional Re-Processing: Step 1
(Creating Your Own Toolbox)

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.

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Cognitive-Emotional Re-Processing: Step 2
(Creating Your Own Toolbox)

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 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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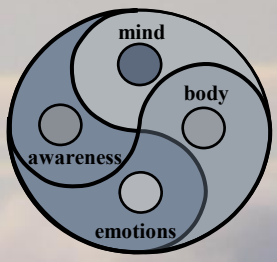

Symbiotic Sports Psychology is based on millions of years of evolutionary survival of the strongest, most powerful, clever, and fittest. Symbiosis is about different entities such as the mind, body, emotions, and awareness working together in harmony and mutual benefit. This understanding of teamwork 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.

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!

Symbiotic Sports Psychology and Coaching
Tentative "11hr" Syllabus

Tentative "11 hour" program which can be 1 weekend, or daily over 2 weeks. Shortened overview programs involving more home study can also be created.

Texts (and all reference materials) freely available as PDF download from symbioticpsychology.com or emotional-evolution.com
"The Tao of Athletic Success" Introduction (218-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 Personal Power of Qi

1) *Intend It – It happens*
2) *Uniting Newtonian and Quantum Coaching*
3) *The Cultivated Athlete: Success is a Vibrational State of Being*
4) *Heart-Centered, "No-Mind" Expanded Awareness and Instantaneous Explosive Action*

Hour 3: The Intuitive Being: Gut Awareness and Intuitive Action of Mind

1) *Acting on a good or bad "feeling"*
2) *Are Mind and Emotion in Symbiotic Harmony*
3) *Top-10 Play: Reaching for Quantum Being*

Hour 4: The Process Being: The Five Step Actuation 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 5: Evolution of the Mind, Body, and Emotional Symbiotic Harmony

1) *What is "success" mean to you?*
2) *A continuous state of obtaining and maintaining a healthy, successful state of being*
3) *Success (or failure) is a state of being*

Hour 6: The Mental-Emotional Being: Discipline, Work, Strength & Conditioning

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

Symbiotic Sports Psychology and Coaching
Tentative "10hr" Syllabus

"Hours" 6-10 are "Hands On" Questionaries 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"*

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:_____

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Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

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Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

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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____

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Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

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Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

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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

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 felling 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:_____

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Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

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Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

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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____

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Think it: _____ Feel it: Y____N____

Know it: Y____N_____ Allow it: Y_____N_____ Success: Y____N____

10_____Intent:_____

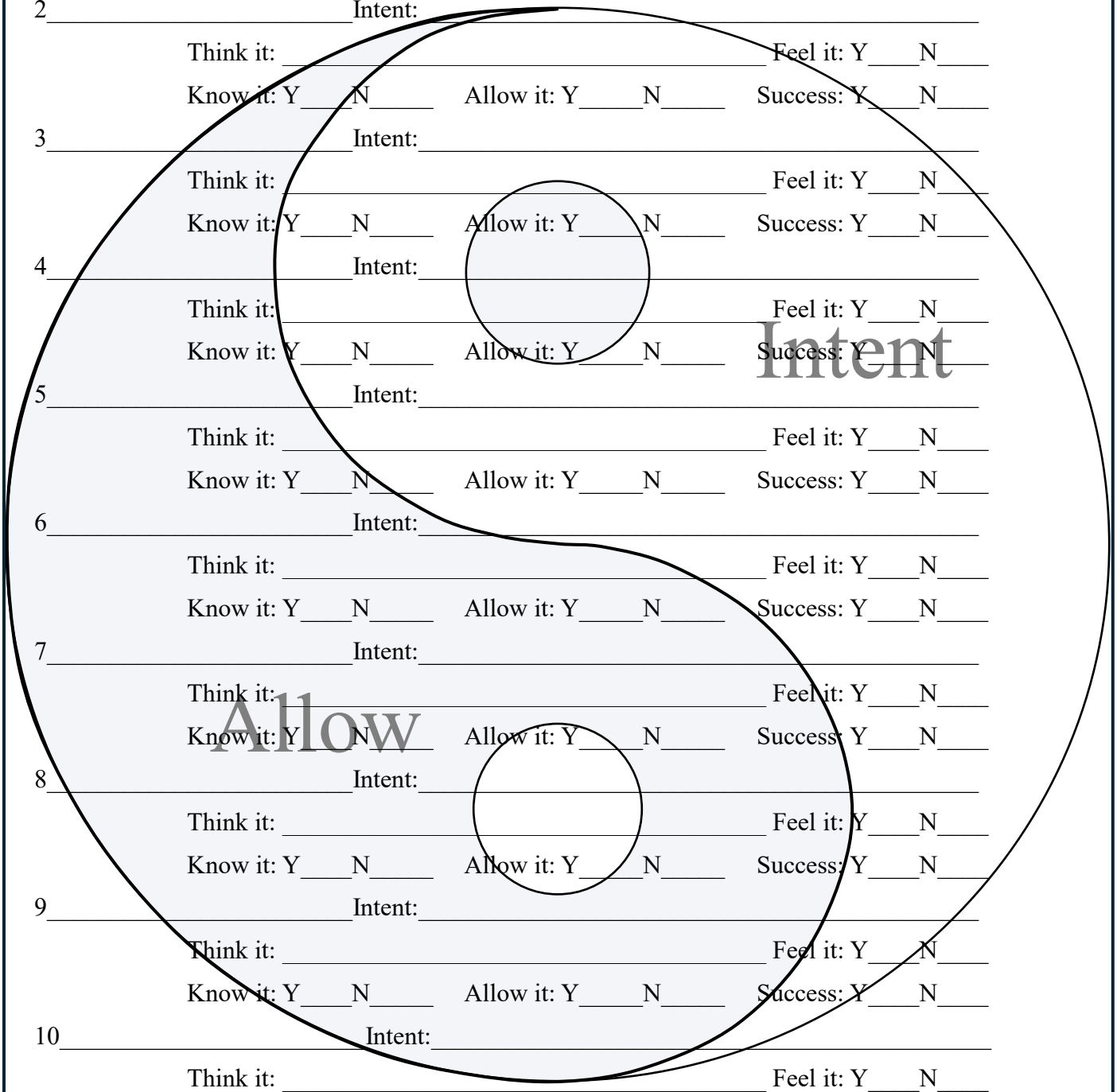
Think it: _____ Feel it: Y____N____

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, wrestling coach and professional alpine ski instructor; a college CAD (computer-aided design) instructor; a guest instructor in China teaching quality and inventory management; and a quality manager at an OEM (original equipment manufacturer). He is happily married and retired from mechanical engineering and twenty-five years of sailboat racing and coaching on the Melges E-Scow and is now spending his summers sailing and winters alpine skiing with his wife Barbie and their two cats. He is currently campaigning for academic and athletic coaching understanding and awareness of our natural cognitive-emotional reprocessing mechanisms that have evolved to attain and maintain our health, well-being, and successful decision-making prowess.

"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 his painful and torturous existence a while longer. He replied, "Yes" and got himself to a hospital.

Around 1993, in a moment of inspiration that led him away from academia's traditional 3000-year-old literary linguistics of emotionally driven behavior and control, he began a self-directed healing program using his good-feeling emotions, moods, attitudes, and feelings as indicators of, and a progression towards a healthy biochemical, neurological, and physiological state of being. 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 since 1996.

Since 2005, he has been writing to academics around the world advancing a new emotional paradigm that defines cognition as causal to and emotions as an effect of biochemical, neurological, and physiological states of being. Emotions, instead of being regulated by cognitive behavior as current psychological academia prescribes, have evolved into a cognitive-emotional control mechanism to guide cognitive behavior towards the health, well-being, and prosperity of the individual.

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