



TheElite Training Group track club

## Expanding the area of what is possible

In Track & Field Distance Running & Competent Self-Care in medicine and psychology

[www.theetgtrackclub.com](http://www.theetgtrackclub.com)

# Coach Development

**A major part of TheETG mission** is to expand the area of what is possible in competent self-care in medicine and psychology. TheETG's primary method of achieving that is to proliferate applied science based information by way of \$free packets containing plain language info for anyone seeking to move themselves or others forward in these areas.

As you continue to acquire and apply more information you continue to expand the area of what is possible. Data-less conclusions founded upon faulty assumptions are the mother of all screw-ups. They lead to human belief systems that quickly get set in stone. Put data ahead of dogma. Follow the data -not- the crowd.

### TheETG packets attempt to address the following;

".....the benefits that US health care currently deliver may not outweigh the aggregate health harm it imparts."  
[Journal Of The American Medical Association...Volume 302 #1..July 1, 2009...page 89 - 91]

"Not enough doctors adapt appropriately to new scientific findings.....An insufficient number of medical faculty members are well prepared, effective educators, and too few medical schools prepare their students for a lifetime of learning and change."  
[J.Hilliard,et al. -- The Lancet -- Volume 385 #9969 -- February 21, 2015 -- page 672]

"....takes an average of 17 years to translate 14% of original research into benefit.....average of 9 years for interventions recommended as evidence-based practices to be fully adopted."  
[M.Tinkle, et al -- Dissemination and Implementation -- Nursing Research and Practice -- Volume 2013]

".....1.5 million U.S. residents are harmed or killed each year because of medication errors, according to an Institute of Medicine report."  
[Nature Medicine -- Volume 12 #9 -- September 2006 -- page 984 - 985....News In Brief]

"It is estimated that more than 700,000 individuals are seen in hospital emergency departments for adverse drug events each year in the United States."  
[Centers For Disease Control -- 2015]

"Most drugs are only effective for a small percentage of people who take them."  
[Michael Leavitt -- U.S. Secretary of Health & Human Services 2005 - 2009]

".....A recent study for example, found that only half of all cardiac guidelines are based on scientific evidence."  
[President Barack Obama -- Speech to the American Medical Association -- June 15, 2009]

"All the good things....they don't teach us in medical school, because the drug companies pay for our education."  
[Dr. John Sessions M.D.]

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# Positive functioning in Life

competence  
functional  
independent  
interdependent  
effectiveness  
powerful person  
productive relationships

incompetence  
dysfunction  
dependent  
compulsive  
ineffective  
self-sabotage  
relationship sabotage

Establishment of the upper limit of your Comfort Zone

## Level of esteem you have for yourself

self-esteem

### Image you have of yourself

self-image

### Perceived Competence Self-Efficacy

perceived level of competence and effectiveness as a person

positive support from environment

positive outcomes of exploratory behavior, and problem solving experiences

positive outcomes in friendships & romantic relationships

Dependency Needs  
unconditional affection  
attention  
praise

Life Skills  
Mastery Oriented  
Logic Orientated  
Solution Oriented

Character Strengths  
integrity to behaviors of value  
unconditional kindness  
forgiveness

# Impact Of Comfort Zones On Human Behavior

Humans maintain a psychological **Comfort Zone** that has a bottom threshold, and an upper limit. Generally, we seek to acquire, move toward, and allow to stay in our lives the kinds of life experiences, environments, relationships, and friendships that fit within the upper limit and bottom threshold of our **Comfort Zones**. The bottom threshold makes us seek to avoid or move away from people and experiences that are **below** that minimum threshold. The upper limit makes us seek to avoid or move away from people and experiences that are **above** that upper limit. How we are treated by parents, coaches, and family environment when growing up has an impact on how we see ourselves now. The bottom threshold and upper limit of our **Comfort Zone** is set by this image we have developed of ourselves (self-image), formed primarily by our parent/family environment between the ages of 1 - 16 years old.....which determines what we are "used to" and "comfortable with". We are thus, products of how we were treated by our parents and other care takers when growing up. The intensity, frequency, and consistency of criticism and punishment experienced from parents and others causes long term damaging effects, lowering the **Comfort Zone**. The things that we now choose to believe and reinforce about ourselves combined with our daily self-talk and conditioning, continue to shape that image.

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**Comfort Zone Set High**

Accepting of high levels of achievement into your life,  
 low to no levels of self-sabotage,  
 Accepting of abundant happiness in relationships,  
 low to no levels of relationship sabotage,  
 low to no levels of instability and distrust created by you,  
 low to no levels turmoil and stress created by you

Comfort Zone  
**Scale**

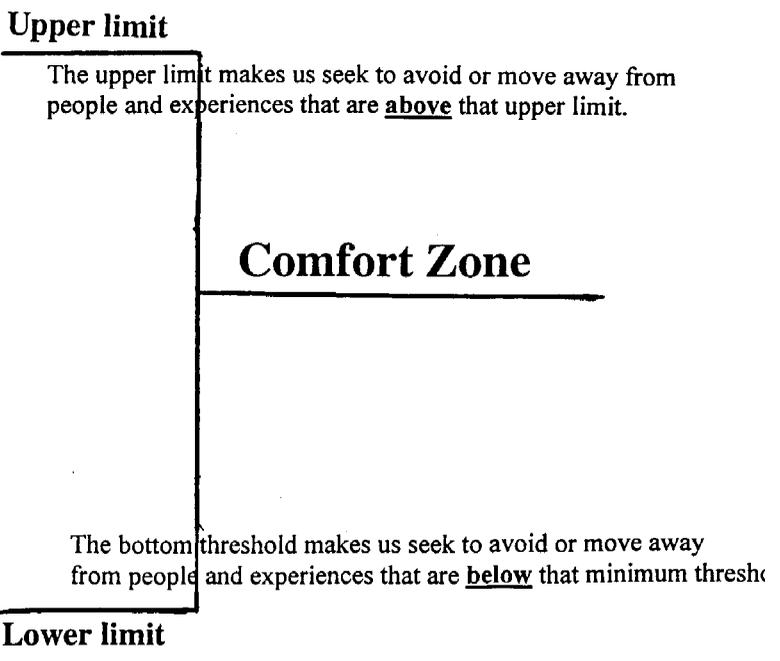
**Comfort Zone Set Low**

Rejectting of high levels of achievement in your life,  
 Relatively high levels of self-sabotage,  
 Rejecting of abundant happiness in relationships,  
 Relatively high levels of relationship sabotage,  
 Relatively high levels of instability and distrust created by you,  
 Relatively high levels of insecurity and poor attachment created by you,  
 Relatively high levels turmoil and stress created by you  
 Relatively high levels of attraction to being in an abusive environment

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**Raise your  
Comfort Zone**



**The brain is a computer.**

**The self-image is the programming.**

If you aren't constantly and intentionally throughout your life improving it and moving it forward, it'll keep you where you are. Or worse, it'll return you to where you've been following an experience of a level of success or achievement that exceeds what your brain's programming will allow to stay in your life. In your life experiences, your job and career, your finances and money issues, your romantic relationships, it'll have you sabotaging, pushing away, or avoiding every bit of success and achievement that is beyond what your brain is programmed to acquire, accept, and embrace.

In sport, in business, in life in general, you'll see this phenomena occurring everywhere you look. There's a reason so many lottery winners and pro athletes end up back to where they were financially. There's a reason so many people get in, stay in, and/or return to bad or abusive relationships.

The brain is a computer.

The self-image is the programming.

Constantly and intentionally throughout your life improve it, move it forward so that you can acquire, accept, and embrace all the great things that can or do come into your life.

# **Get right with yourself so you can do right by your athletes**

The self-image is the programming of the brain.

If you aren't --constantly-- throughout life, developing it and moving it forward it'll keep you where you are or return you to where you've been after a specific level of success or achievement.

The worst thing a coach can do is sabotage the performance of his/her own athletes or team. Even in elite sport, it happens often.

# Skills & Characteristics of The Ultimate Coach

- Support encourage, and praise your athletes.
- Display and draw attention to your athletes' successes.
- Be positive, avoid conveying difficulty of any future task.
- Avoid putting down or speaking negatively to your athletes.
- Show care and concern, express affection, touch often.
- **Ask yourself often**; what can I do to give my athletes more personal gain.  
Am I pleasant to be with. Am I approachable
- Think motivation rather than reprimand.
- Make learning an opportunity, use frequent review.
- Avoid placing your athletes in no-win situations.
- Avoid using guilt as a motivator or manipulator.
- Be autonomy supporting, allow athletes a role in decision making processes that affect their development.
- Be informational, provide educational information.
- Avoid labeling your athletes (lazy, stupid, slow, etc.). They will live up to their label, and will measure their self-worth based on it.
- Avoid setting goals for your athletes. Allow them to set their own personalized and internalized goals.
- Provide positive competence feedback and focus your praise on their ability, in competitive situations where there are "winners" and "losers".
- ALWAYS remember.....the frequency, intensity, and consistency of criticism and punishment from you, directly contributes to fear of evaluation, which determines their level of fear of failure, trait anxiety, and state anxiety.
- In difficult situations, show calm and empathy. Avoid conveying anxiety, anger, impatience, or disgust.
- Emotional violence will wound emotionally. To create emotionally healthy athletes, avoid wounding them emotionally. Be "there" for them in all ways necessary.

## **Sport Psychology 101.....**

"The purpose of this study was to describe the psychological effects of poor coaching.....reported by collegiate, professional and semi-professional athletes."

"The five themes derived from athletes' reports were: poor teaching by the coach, uncaring, unfair, inhibiting athlete's mental skills, and athlete coping. Two of these themes, inhibiting athlete's mental skills and coping, are closely connected to psychological constructs, and are presented in this paper. The theme of inhibiting athlete's mental skills was made up of athletes' descriptions of poor coaches as being distracting, engendering self-doubt, demotivating, and dividing the team. The theme of athlete coping describes how athletes responded to being poorly coached."

"Researchers conclude that the two themes, inhibiting athlete's mental skills and athlete coping, are related to several constructs in sport psychology literature such as motivation, self-efficacy, focus and concentration, team cohesion, and stress and coping. Instruction on coping skills is warranted for athletes dealing with poor coaching. Future research should also examine the relationship between coping skills and dropout in youth sport."

**B.T. Gearity, M.A. Murray, et al**

**Athletes' experiences of the psychological effects of poor coaching**

**Psychology of Sport and Exercise.....Volume 12 #3.....June 2011.....pages 213 – 221**

## **Sport Psychology 101.....**

"This field study examined the influence of a pre-game imagery intervention implemented by a high school coach on the free throw shooting performance of his girls' basketball team."

"The coach conducted a systematic guided imagery exercise prior to half of the team's games over the course of an entire season."

"The results revealed a significantly higher than expected number of free throws made in games preceded by the intervention".

**P.G.Post, et al**

**A Field Test of the Influence of Pre-Game Imagery on Basketball Free Throw Shooting**

**Journal of Imagery Research in Sport and Physical Activity.....Volume 5 #1.....January 2010**

## **The relativity of "success" in sport. Be Careful.....**

Distance event training tends to be a minefield of physiological myths, wives tales, and aggressively defended dogma, much of which one gets indoctrinated into believing early on.

An unfortunate behavioral phenomenon related to human performance in sport is the manner that coaches and athletes tend to use their perceived "success" like jet fuel being poured on the raging forest fire of their training dogma, deeply entrenched, aggressively defended belief systems. The problem is that "success" is a relative term, all but completely limited by the time period in history that you're talking about. World record holders have enjoyed much "success". But the world record for the mile when I was in high school is today a few seconds faster than a split in route to a 2 mile distance. The world record for 100 meters when I was in high school, if run today in the semi-final at a World Championship meet, would -not- automatically guarantee advancement to the final. The world record for the marathon when I was in high school, is today a time that can't win most of the major marathons on the planet, and for some races would be a half mile or more behind the 2nd or 3rd place finisher.

Given this situation, a training program that creates "success" is one that by definition, produces progressive increases in fitness and thus performance levels over time. Where the limit on performance is set by things other than the design of the training program. Something few if any training programs in our sport currently have "success" in doing, even for coaches and athletes who today are deemed to be the most successful.

The take-home message perhaps being....."be careful with what you believe, and be careful with that which you give a stronghold in your mind".

“Previous research demonstrates an inverse relationship between injury burden and success....”

“.....33 International Track and Field Athletes....across five international competition seasons.”

“Athlete training status was recorded weekly over a 5-year period.”

“...relationships between training weeks completed, the number of injury/illness events and the success or failure of a performance goal at major championships was investigated.”

“Likelihood of achieving a performance goal increased by 7-times in those that completed >80% of planned training weeks. Training availability accounted for 86% of successful seasons.”

“The majority of new injuries occurred within the first month of the preparation season (30%) and most illnesses occurred within 2-months of the event (50%).”

“For every modified training week **the chance of success significantly reduced.**”

“Injuries and illnesses, and their influence on training availability, during preparation are major determinants of an athlete’s chance of performance goal success or failure at the international level.”

B.P. Raysmith, M.K. Drew

Performance success or failure is influenced by weeks lost to injury and illness in elite Australian track and field athletes: A 5-year prospective study

Journal of Science and Medicine in Sport — Volume 19 #10 — October 2016 — page 778

“Sports franchises often value **prior head coaching experience** as they evaluate head coaching candidates. This paper empirically tests whether prior head coaching experience affects team performance in the National Football League.”

“Accounting for individual coach effects and other relevant factors, I find that team **performance is significantly worse** beyond a given coach’s initial head coaching spell.”

“While coaches with the lowest levels of success in their initial head coaching spell have the most pronounced negative experience effects, significant negative effects are estimated for coaches at all levels of initial success.”

M.Roach

Does Prior NFL Head Coaching Experience Improve Team Performance?

Journal of Sport Management — Volume 30 #3 — March 201

# The Coach Character Strengths

**Planning meets, watching drills, making workouts  
...these things come last...not first.  
Get right with yourself, so you can do right by your athletes.**

A coach's character strengths create the environment for their athletes which can influence their behavior in a positive and productive manner. A coach's character weaknesses reinforce undesired behaviors their athletes. Improve your relationship with your athletes by improving yourself. Develop the Character Strengths of;

## 1. Emotional Independence

- Identify the things you value in yourself behaviorally, and become a function of them.
- When an athlete "pushes your button", take it as an opportunity to choose your response based on what you value, and to respond in a manner that is consistent with your value system. Direct yourself and no longer be directed by the behaviors of your athletes, the conditions you're in, or your old programming.
- Let go of being reactive to your athlete's behavior. In letting go of attempting to change or control your athletes, you claim the power and develop the inner-strength to improve the situation by taking a new and more productive action.
- Accept responsibility to choose your actions, behaviors, and thoughts. Give that priority over your moods, feelings, and emotions. Be proactive rather than reactive, and stay out of the stimulus--response pattern of behavior.

## 2. Empathic Awareness

- Value, and make it a priority, to be aware of your athlete's needs. Develop the skill of being aware of and decoding non-verbal messages. Listen....with ears for verbal messages, with eyes for non-verbal messages, with heart for emotional messages.
- Increase your level of responsiveness....immediate action to make deposits into your athletes' "emotional bank account". Be aware of and limit the number of withdrawals. Acknowledge when you have taken withdrawals and make immediate deposits to cover them. Openly admit when you are wrong or have made a mistake.

## 3. Communication in Conflict Resolution

- Be solution oriented and focus on creating win/win situations.
- Focus on solving conflicts...fix problem rather than blame.
- Drop defenses and establish rationality as a set in stone boundary that you are not allowed to cross during discussion/argument over a problem.
- Use a healthy expression of anger..... tell your athletes what you interpreted, what you feel, and what you want.
- Use "I" messages -- I perceive, I feel -- rather than "you" messages -- you did this, you did that.
- Avoid using shaming adjectives. Let your athletes finish their own sentences.

# Sources Of Organizational Stress For Athletes In Sport

Areas that should be addressed by coaches, etc

## **1. Environmental Issues**

- selection
- finances
- training environment
- accommodation
- travel
- competition environment

## **2. Personal Issues**

- nutrition
- injury
- goals and expectations

## **3. Leadership Issues**

- coaches
- coaching styles

## **4. Team Issues**

- atmosphere
- support network
- roles
- communication

4  
Your athletes are products of how they are treated.

How they are treated by parents, coaches, and family environment affects how they see themselves.

How they see themselves impacts whether their comfort zones will be set at low level, which will cause them to sabotage their performances to keep their life experiences within their low comfort zone.

**How you treat them does matter!**

## **“I’d Rather Watch A Winner” [author unknown]**

I’d rather watch a winner, than hear one any day;  
I’d rather have one walk with me, than merely show the way.

The eye’s a better pupil and more willing than the ear;  
Fine counsel is confusing, but examples always clear.

And best of all the coaches/players, are the ones who live their creeds;  
For to see the good in action is what everybody needs.

I can soon learn how to do it, if you’ll let me see it done;  
I can watch your hands in action, but your tongue too fast may run.

And the lectures you deliver, may be very wise and true;  
But I’d rather get my lessons by observing what you do.

For I may misunderstand you, and high advice you give;  
But there’s no misunderstanding, how you act and how you live.

I’d rather watch a winner, than hear one any day.

A good leader  
knows the way,  
shows the way,  
and goes the way.

**The goal of  
Applied  
Psychology  
is to empower  
people  
to achieve  
Self-Mastery**

# **Mechanisms Of Self-Mastery**

**1. Identify Your Behavioral Programming**

**2. Aggressively Engage In Positive Re-Programming**

**3. Learn the Basics Of Human Psychology**

On the pages that follow is the ETG Cerebral Training that helps one to Identify behavioral programming, aggressively engage in positive re-programming, and presents the basics of human psychology.

# **Part 1**

## **Identify Your Behavioral Programming**

**Show courage**

**Do the work**

**ETG Cerebral Training: Mechanisms Of Self-Mastery**

- 1. Identify Your Behavioral Programming**
- 2. Aggressively Engage In Positive Re-programming**
- 3. Learn The Basics Of Human Psychology**

## **The self-image is the programming of the brain.**

If you aren't --constantly-- throughout life, developing it and moving it forward it'll keep you where you are or return you to where you've been after a specific level of success or achievement.

"Once you greet your life without resistance, you can determine what you need to change in order to create the circumstances and experiences that you desire."

[Gary Zukav]

# 1. Identifying Your Behavioral Programming

## 1. ETG Cerebral Training: Identify Past Contributors To Your Development

--- Identify past contributors to your current behavioral programming. Use visualization sessions and/or group sharing for each of the development years shown below. Identify self-beliefs that were generated by experiences and exposures to parents, relatives, siblings, coaches, teachers, friends, etc. Both good and bad, positive, and those that involve drama and trauma.

----- ages 5 - 10

----- ages 11 - 13

----- ages 15 - 18

----- ages 19 - present

1. Write down what experiences you remember in each development time frame that contributed significantly to your self-image, self-esteem, and behavioral programming.
2. From what you have learned about yourself in this cerebral training, what ideas and changes in thoughts and behaviors will this bring about.

## 2. ETG Cerebral Training: Develop An Awareness Of Your Self-Talk

Designate a day during the week when you will engage in a thought monitoring exercise.

- carry a 3x5 card with you throughout the day
- record a slash or mark on the card for each negative thought
- add them up at the end of the day

1. What are the most negative self-talk statements you've engaged in?
2. Develop the skill of thought stopping and replacement with positive thoughts by repeating the negative thought counting exercise again. This time practice engaging in thought stopping and replacement with positive thoughts.
3. What aspects of self-talk will you implement in your life by end of this year?

## 3. ETG Cerebral Training: Watch the "Bradshaw On Homecoming"

video series from ETG Video List [<http://www.johnbradshaw.com/bradshawonhomecomingreclaimingand.aspx>]

1. Write down what you learned about contributors to your behavioral programming while growing up
2. From what you have learned about yourself, what ideas and what changes in thoughts and behaviors has this contributed to.
3. What will you implement in your life by end of this year?

## 4. Watch the movies on the ETG Movie List.

- The Breakfast Club
- Dead Poets Society
- Good Will Hunting
- The Secret

1. Write down what you learned or got out of each book
2. What ideas and changes in thoughts and behaviors has this work contributed to
3. What will you implement in your life by end of this year?

When day to day levels of stress, turmoil, and chaos fall below that basal level, they do things to create more. When day to day levels go too high above that basal level they take action to reduce it.

Solutions to problems tend to be avoided in an effort to maintain elevated stress, turmoil, and chaos.

Grow to grant yourself permission to aggressively pursue living with ever increasing levels of rest, calm, peace, and stability in your life and ever decreasing levels of unrest, stress, turmoil, and chaos.

"The unexamined life is not worth living" [Socrates]

Statement made at his trial for corrupting the youth by urging them to challenge the accepted beliefs of their time.

"Competence at introspecting and indentifying one's own mental processes has to be acquired; it has to be learned. Most people have not formed the habit of seeking to account to themselves for the reasons of their beliefs, emotions and desires; consequently, when they do attempt it, they frequently fail--and do not persevere."

[Nathaniel Brandon, Psychology Of Self-Esteem]

"To assume reponsibility for choosing the values that guide one's life, the principles by which to act, the goals in which to seek happiness---- to make such judgements alone, relying solely upon one's own reason and understanding-- is to practice the ultimate from of intellectual indepence, the one most dreaded by the overwhelming majority."

[Nathaniel Brandon, Psychology Of Self-Esteem]

"Nothing is given automatically. Neither knowledge, nor self confidence, nor inner serenity, nor the right way to use your mind. Every value you need or want has to be discovered, learned, and acquried."

[Ayn Rand, Philosophy Who Needs It]

Implement the process of purposely programming yourself with the beliefs, philosophy, values, and self-image that you want guiding your behavior patterns and determining your quality of life and sport performance.

[Human Psychology packet section, ETG track club]

The goal of Applied Psychology is to empower people to achieve Self-Mastery. "Mental Health Professionals" should practice more "mental health" and less pharmacology.

Mind-body medicine is founded on the basic principle that the brain cont...rols or influences the function of all cells in the body by direct connection to them via the nervous system, or via chemical interaction via release of hormones or substances called neuro-peptides.

Hence the importance of and awareness of the existence of mind-body medicine. And the importance of utilizing mind-body medicine and integrating into the practice of medicine in the United States.

**An epidemic in our society.....quite a few people in our country grew up in a home environment where sitting and doing nothing was met with an angry comment by a parent.**

**They develop what is referred to as "Relaxation Induced Anxiety".**

**The attempt to do nothing, to "vege out on the couch" triggers anxiety. As teenagers and adults they have difficulty doing things related to relaxation, meditation, and cutting back on the American drive of "go, go, go, do more not less" of daily activities.**

# **Part 2**

## **Aggressively Engage In Positive Re-programming**

**Show courage**

**Do the work**

**ETG Cerebral Training: Mechanisms Of Self-Mastery**

- 1. Identify Your Behavioral Programming**
- 2. Aggressively Engage In Positive Re-programming**
- 3. Learn The Basics Of Human Psychology**

## 2. Aggressively Engage In Positive Re-Programming

**Implement the process of purposefully programming yourself with the beliefs, philosophy, and values, that you want directing your behavior patterns, and determining your quality of life.**

Cerebral Training For Positive Re-Programming ----

-- Develop your Mission Statement

-- Goal Setting

Goal Setting ----

Goal = experiences that you would like to have. Goal Requirements;

- set a positive goal = what do you want to do (rather than the goal being that you want to stop or avoid doing something).

- set a measurable goal = you must be able to know when you've achieved it.

- be specific = define it (ie. how fast do you want to run, for what distance)

- it must be controllable = achieving the goal is within your own control rather than dependent upon how someone else performs.

- set a goal that is meaningful to you = you set the goal, rather than your coach, parents, etc.. Internalize it, make it personal.

- focus on mastery = set goals oriented toward personal achievement, improvement of ability, mastering your event.

- set process goals = goals that focus on achieving the process necessary to achieve your overall goals.

- set intermediate goals = step by step goals you will accomplish along the way that give "psychological momentum."

Avoid focusing solely on competitive goals that would require that you have control over someone else's performance in order to accomplish your goal. Success is something that is experienced rather than something which is achieved. You can never achieve success, you can experience it. Goals are experiences that you would like to have. Focus on achieving the process that creates the desired experiences.

1. post goals where they can be seen everyday.

2. determine your needs—research your goal to find out what knowledge of how to train, what finances, and other resources are necessary for you to experience your goal.

3. make plans—plan what you will need to do to get these things.

4. take action—implement the plan of action.

-- Make an affirmation tape/list.

The format of the affirmation tape—

Begin with goal/mission statements. Express everything in present rather than future tense. Make process statements identifying actions being taken, behaviors that you value, or character traits being developed, etc.. At the end of these statements, restate the goals/mission. Use I, or I am in statements in present tense throughout.... I am, I always, I no longer, I never. Never use statements like I don't, I can't, I won't. Always follow or precede a "I never, or I no longer" statements with statements of what you do instead.

**example of Affirmations.....**

I pursue Self-Mastery as a way of life. I am growing to be perfect. I implement the principles of logic, reason, and rationality as a way of life. I am a powerful, empowering person. I seek to inspire people by the way I live my life, and the way I treat others. I am a leader and role model by living my life by the principle that there is no misunderstanding how I act and how I live.

I am programmed to make positive choices. I am solution oriented. I am proactive, always begin with the end in mind in all things in life. I am centered and patient. I create a peaceful presence.

I show love to all people in my life, unconditionally. I Never repay evil for evil. I always say and do what is good for building up myself and others. I am responsible for the choices I make, and the actions I take. I am accountable to people's feelings, and responsible for my own.

I never allow hurt to consume my feelings, behavior, or belief system. I am emotionally independent, response-able, and empathic. I seek first to understand. Then I seek to be understood.

I am a great friend. I make constant deposits into all relationships. I am sincere and trustworthy always. I never betray a friend's trust.

The person I am with pursues Self-Mastery as a way of life. This person is "there" for me intellectually, emotionally, and physically. This person makes constant deposits into me and our relationship, and actively seeks to build emotional security.

Affirmations for Pre-race Anxiety Problems.....

I invest no energy into worrying about performing poorly because I am able to use all of my race outcomes to help me to become more powerful within myself, and to develop greater levels of control over how well I do.

This helps me grow more and more confident and relaxed prior to all of my races. I am programmed to do the best that I can.

I am programmed to go into all of my races having no fear of performing poorly, knowing that I can live with the outcome, and use it to my advantage in future races.

## Cerebral Training For Positive Re-Programming -----

### -- Visualizations

Develop a detailed script consisting of response propositions. These are statements that make one use one's senses and elicit physiological responses and provide clear and controllable, moving images which make the visualization "real", thus optimizing the effectiveness of cerebral training session. During the visualization, focus on creating a movie, moving pictures, avoid still pictures. Apply the concept of "The me I see, is the me I'll be". Internal Visualization is from the perspective of being within yourself. External Visualization is from the perspective of being outside yourself, watching yourself as if watching yourself on a movie screen. Avoid Negative visualizations.

-- **Positive Actions Exercise**...invest three weeks, at the end of each day list the positive actions you engaged in that day that involved the implementation of some of the things in your affirmations.

Improve your behavioral programming environment by creating a functional support group, thus enriching the environment in which you live and spend most of your time.

### Get Into Or Create A Functional Support Group -----

Establish and develop a functional support group. The role of members of the support group is to offer encouragement, provide recognition of effort, and to applaud achievement. Everyone helps everyone. Create an environment where failure is not fatal, where goals and expectations can be shared openly without fear of evaluation. Everyone can be themselves—unconditional acceptance. Keep the environment non-competitive.

Establish a functional Support Group consisting of teammates, friends, and/or family members who offer unconditional love, attention, and affection, provide encouragement and recognition of effort, and who recognize and applaud your achievements. Establish a strong, positive, and supportive clique of friends to spend time with at home, at work, in all major areas and roles of your life.

A person entrenched in dysfunction will change in a functional environment. He/she is impeded from growing while in a dysfunctional environment, because healing of toxic shame has no way to occur while one is being shamed. Behavioral norms within a dysfunctional environment gain acceptance as being "normal", and go unchallenged by those entrenched in them. The person must be empowered by their environment, to change. There is no way to be around a functional person(s), who create a functional environment, and fail to be influenced to the point of choosing to change behavior. People are either wind in our sails, or anchors on our tails. Stay around positive people.

### Characteristics of a Functional Support Group -----

- logic and rationality are of major importance, and adherence to them is viewed as a necessary way of life - encouraged verbal expression of feelings and emotions
- separation between thoughts and emotions, rationality more important than emotionality
- high development of conflict resolution skills
- low value placed on rigid conformity to traditional behaviors and norms
- low value placed on dependent behaviors
- encouraged interpersonal involvement, and social support
- highest value placed on mastery rather than competitiveness

Provide loving support by giving attention, appreciation, and affection to the people in your support group. Make deposits into other people's emotional bank account, and keep withdrawals to a minimum.

### Create An Enriched Environment -----

The environment you create in your home, dorm room, bedroom, office, etc., can affect long term programming, day to day mood, brain cell wellness and aging. Environmental enrichment can be achieved by color of furniture, music, colorful mobiles, colorful plants, Lamps with dimmer switches, extracts from Aromatherapy shops, adding colors to the walls, adding colorful posters or poster boards with pictures, affirmations, goals.

# **Awareness of The Process Of Personal Change**

To implement significant changes in one's behavior all of the following must be acquired.....

1. A desire to change
2. Aggressiveness in overcoming past programming which will seek to sabotage change.
3. Aggressiveness in consciously making new positive choices, avoidance of going on "automatic pilot" which allows old programming to take over.
4. Create an environment that facilitates and supports change. Post goals and positive affirmations all around you, in your home, in your bedroom, at your desk.

# **Awareness Of The Stages Of Personal Change**

1. Pre-contemplation = Not intending to change
2. Contemplation = Thinking about making changes
3. Preparation = Making small changes
4. Action = Initiating behavior change
5. Maintenance = Sustained behavior change

1. Where are you in these stages of personal change?
2. List what changes will you commit to making?
3. What will you implement in your life by end of this year?

# **ETG Cerebral Training: Read the books on the ETG Book List**

- 1 -- What To Say When You Talk To Yourself ---- [Shad Helmstetter].
- 2 -- Choices ----- [Shad Helmstetter]
- 3 -- 7 Habits Of Highly Effective People ---- [Stephen Covey]
- 4 -- Life Strategies ----- [Phil McGraw]

- 1 --- Write down what you learned or got out of each book
- 2 --- What ideas and changes in thoughts and behaviors has these books contributed to
- 3 --- What will you implement in your life by end of this year?

**Cerebral Training For Positive Re-Programming -----**

Develop the Life Skills of Self-Mastery, Logic Oriented, and Solution Oriented

**ETG Life Skills -----**

**1. The skill of—Self-Mastery**

- Live a principle oriented life style focused on developing self-mastery.
- Inner-strength. Apply the belief that there are no set backs or side treks, there are only experiences along the path to where you choose to go. Recognize that you can let go of anything and be ok (ie. aversive situations, difficulty in relationships, bad grade). Accept that when you let go.....you will be ok. Those who surrender themselves, find inner-strength.
- Inner-calm. Release the need to defend your ego, be defenseless. Display the serenity to accept the things you cannot change. Invest no energy into worry. Learn through meditation/autogenic relaxation to let go of the body...the shell that houses our spirit. Provide down time each day to have silence in the mind. Be Zensational. Apply the concept of timelessness.....we live forever in one form of energy or another.
- Identify behaviors you value and become a function of them. Accept responsibility to choose your actions, behaviors, and thoughts. Give that priority over your moods, feelings, and emotions. Allow yourself to be held to a set standard of behavior to which you are accountable.
- Program yourself to engage in self-developing behaviors that are good for building up yourself and others. Hold yourself to behaviors that build and reinforce your own level of competence and trustworthiness.
- Patience. Patience is a trainable skill to be developed in an intentional manner. It is a value to hold in high esteem and worth. With patience, you can be a more secure person....patience enhances inner-security.
- Set goals, make plans, and take action. Overcome behaviors that impair proactivity (self-handicapping, fear of success and fear of failure). "Begin with the end in mind" [Stephen Covey]

**2. The skill of being—Logic Oriented**

- Make logic, reason, and rationality a healthfully valued way of life. Implement the process of purposefully programming yourself with the beliefs, philosophy, values, and self-image that you want guiding your behavior patterns, and determining your quality of life.

Develop logical thought processes and apply logic in all problem solving situations by focussing on identifying the underlying mechanisms of a set topic/issue, be vigilant in holding yourself to this in aversive situations.....especially in highly emotional situations.

**3. The skill of being – Solution Oriented**

- When problems arise, invest no energy into emotions and reactions.....invest all energy into finding solutions. Train to be responsive, and response - able, rather than reactive. Train to be prepared for the unexpected or undesired. Place a high value on being able to adapt to change quickly, and easily.
- Focus on planning ahead, actioning ahead, taking prior action rather than procrastination or reaction.
- Empathic Awareness. Value, and make it a priority, to be aware of other people’s needs. Develop the skill of being aware of and decoding non-verbal messages.
- Communication in Conflict Resolution. Be solution oriented and focus on creating win/win situations. Focus on solving conflicts...fix problem rather than blame. Drop defenses and establish rationality as a set in stone bottom line boundary that neither person is allowed to cross during discussion/argument over a problem.
- Replace the word “Anger” in your vocabulary with the word hurt, frustrated, or frightened.

“Anger = an offense that is defending something.” “Experience it.....without discharging it, repressing it, or covering it”. [Gangaji]

**Develop the Character Strengths -----**

**1. Integrity To Behaviors Of Value**

- Identify behaviors you value and become a function of them. Accept responsibility to choose your actions, behaviors, and thoughts. Give that priority over your moods, feelings, and emotions. Allow yourself to be held to a set standard of behavior to which you are accountable.
- Program yourself to engage in self-developing behaviors that are good for building up yourself and others. Hold yourself to behaviors that build and reinforce your own level of competence and trustworthiness.
- Be proactive rather than reactive, and stay out of the stimulus-response pattern of behavior.

**2. Unconditional Kindness**

- When someone “pushes your button”, take it as an opportunity to choose your response based on what you value, and to respond in a manner that is consistent with your value system. Never repay evil for evil.
- Make constant deposits into all relationships.
- Increase your level of responsiveness....immediate action make deposits into the other person’s “emotional bank account”. Be aware of and limit the number of withdrawals. Acknowledge when you have taken withdrawals and make immediate deposits to cover them.

**3. Forgiveness**

Forgive others.....give to them as before. Grow to value the inner strength and security that comes from letting go of the need for the person to acknowledge that he/she has wronged you, or owes you an apology. Let go of the need for the person to be punished in some way. Never allow bitterness to take root in your behavior towards the person you have “forgiven”. Choose to be controlled by kindness and love, not anger and

frustration. "The extent to which we can trust other people is equal to the extent that we trust ourselves with the ability to deal with their fallibility". [Dr. Phil McGraw] Let go of the need for the past to be different...work on making your present function better with that person by utilizing your 5 Outlets of Power ----- What you are, what you do, what you give, what you say, what you pray. You have power, you are not helpless...there are things within your influence, if not within your control.

-- Direct yourself and never allow yourself to be directed by the behaviors of others, the conditions you're in, or your old programming. Become independent of other people's weaknesses to avoid becoming enmeshed in their dysfunctioning. By avoiding/breaking free from being enmeshed in another person's weaknesses, you empower yourself to improve your situation by taking a new action on your own behalf.

Our character strengths create the environment for our friends and romantic partners which can influence their behavior in a positive and productive manner. Our character weaknesses reinforce undesired behaviors in our friends and romantic partners. Improve your relationships by improving yourself. The underlying mechanism of all broken relationships is conflicting expectations usually having to do with expected behavior, or expected behavior changes.

Cerebral Training For Positive Re-Programming -----

## Apply The Major Mechanisms of Functional Romantic Relationships -----

### 1. Stability, Security, Expectations

Commitment is a verb, reflected in one's -----**planned and purposeful actions**----- to create...**stability, secure attachment, and emotional security**. Both people must be committed to making deposits and investments into each other, major withdrawals avoided. Identify and share up front, major principles and ideals that each person values and lives by. Several major values must be common to both people, and each person must commit and **have integrity to the common value system**. Discuss expectations each person has of the other, and there must be a commitment to **meet reasonable expectations** each person has of the other. Create an environment of unconditional **attention, affection, and praise**.

### 2. Self-Development

Invest in your own self-development. Accept the challenge and opportunity to become more powerful within yourself. Avoid seeking to use your relationship as a distraction from yourself. Choose to never pick your relationship partner based on his/her ability or willingness to be a co-conspirator or facilitator in you maintaining your weaknesses, faults, personal problems, etc.. And always remember, **there can be no relationship, without friendship**. If there can be no friendship without the relationship.....this highlights something within yourself, and is most likely a large part of why the relationship **will** have difficulty. There should never be a time before, during, **or after** the relationship when one says...."We can't be friends"...."I can never see you again"....."I will never speak to you again."

### 3. Resolving Conflicts

Commitment to **logic, reason, and rationality** as the highest priority during conflicts. Commitment to creating solution oriented win-win situations in solving conflicts. Show kindness and love...always....no matter what! Remember that love is a verb. Never repay, evil for evil. Always do what is good for building up yourself, and your relationship partner. Avoid entering the typical contest of seeing which person can hurt the other more, or which person can make the other more jealous. Avoid using "the silent treatment" to communicate. Letters or other written communications are usually best, in that they allow you to speak uninterrupted, and express everything you want to communicate. Speak directly. Avoid using sarcasm and statements intended to hurt or shame. Avoid using "put-downs" to defend your hurt. Speak openly and directly to the person about what you feel..... "especially" if you feel hurt or frustrated. Be strong by giving yourself permission to feel hurt by what the person has said and/or done.

**"Love is a command to rise to one's highest potential. The best and noblest vision of ourselves. Love is a reward, the greatest we can earn, granted to us for the moral qualities we have achieved in our lives." [Ayn Rand]**

Cerebral Training For Positive Re-Programming -----

### Progressing Through Relationship Dissolution -----

Always Keep These 2 Issues Separated

- 1. Unconditional Love
- 2. Staying.....in a relationship

Kindness = love.....this you should give.....unconditionally.  
Staying in a relationship.....this, you should give.....conditionally.

--- Staying in a bad relationship is never an expression of unconditional love. Your first obligation is to show love and kindness to yourself. You should be committed to creating a productive relationship, rather than being committed to commitment.

--- There should never be any such thing as a "bad break-up". If you cannot be kind and loving toward the other person, without being in a relationship with them, then you know you have some work to do within yourself. Emotions generated from feeling hurt, frustrated, or frightened, should never be given power over the choices you make, or the actions you take in your behavior towards the other person.

The intensity and duration of emotional distress following a break-up will be affected by;

1. level of self-esteem
2. breakup perceived as out of one's control
3. degree to which you still want to be in the relationship
4. access to, and quality of social support
5. ability to cope with stressful life events

It is important to know that anger can color the feelings one has towards the other partner. This inherently creates situations where one or both partners go through a cycle of their emotions toward the other. A partner who once desired to end the relationship may "cycle back", and choose to re-enter the relationship. A large percentage (~30-50%) of all divorces end in re-marriage to the same partner.

Accept the challenge and opportunity to become more powerful within yourself ----

1) Invest yourself into spending more time with your friends, rather than seeking to distract yourself from hurt and the person by seeking out other relationship partners.

2) Invest yourself into improving yourself, rather than on seeking out another relationship partner. What you are about as a person attracts others who are that way as well. Growth and self-improvement continually attract to yourself the type of people who are right for you.

3) Show kindness and love...always....no matter what! There can be no relationship, without friendship. If you cannot be friends without being in a relationship.....then this is most likely a large part of why the relationship is having difficulty.

-- Never repay, evil for evil.

\* Always do what is good for building up yourself, and the person.

\* Avoid entering the typical contest of seeing which person can hurt the other more.

\* Avoid entering the typical contest of seeing which person can make the other more jealous.

A) Speak openly and directly to the person about what you feel..... "especially" if you feel hurt or frustrated. Avoid using "the silent treatment" to communicate. Letters or other written communications are usually best, in that they allow you to speak uninterrupted, and express everything you want to communicate. Speak directly. Avoid using sarcasm and statements intended to hurt or shame.

B) Avoid using "put-downs" to defend your hurt. Be strong by giving yourself permission to feel hurt by what the person has said and/or done. The only weakness or shame is in avoiding the acknowledgement that you want the relationship, and are hurt by what the person has done.

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"To assume responsibility for choosing the values that guide one's life, the principles by which to act, the goals in which to seek happiness--to make such judgements alone, relying solely upon one's own reason and understanding--is to practice the ultimate form of intellectual independence, the one most dreaded by the overwhelming majority..."

Nathaniel Brandon, Psychology Of Self-Esteem

"Competence at introspecting and identifying one's own mental processes has to be acquired; it has to be learned. Most people have not formed the habit of seeking to account to themselves for the reasons of their beliefs, emotions and desires; consequently, when they do attempt it, they frequently fail--and do not persevere. "

Nathaniel Brandon, Psychology Of Self-Esteem

"Nothing is given automatically. Neither knowledge, nor self-confidence, nor inner serenity, nor the right way to use your mind. Every value you need or want has to be discovered, learned, and acquired."

Ayn Rand, Philosophy: Who Needs It

Implement the process of purposely programming yourself with the beliefs, philosophy, values, and self-image that you want guiding your behavior patterns and determining your quality of life.

Elite Training Group, Training To Live Training For Life Packet  
(Human Psychology)

# Self-improvement is....

- a process of improving one's thoughts, choices, actions, and behaviors
- a method of being a competent and effective person
- a mechanism of increased self-esteem
- a pathway to an improved self-image
- a demonstration of self-worth
- a way to become a powerful human being
- a display of love for oneself
- a major act of kindness to others
- a way of life

# Resistance To Change

**The degree to which you resist  
self-change**

**is a measure of the degree  
to which self-hatred controls  
the choices you make,  
and the actions you take.**

# Personal Power

**The most powerful people in this world**, are not those who have power over others, but those who have mastery over themselves. You are not your social status, your bank account, your grades, or your job title. You are.....above all else.....Powerful. You are in this world to discover that, to grow into living it, to overcome the distractions from it, and to help others do the same.

**Love is power. Self-love is the root of Personal Power.** Show kindness and love to yourself and others by aggressively pursuing self-improvement as a way of life. Improving yourself provides more things about yourself for you to value and hold in high esteem.....producing a more powerful self-image and higher levels of mastery over self. Self-improvement is a process of improving one's thoughts, choices, behaviors, and actions. You can never say that you love yourself while you are unwilling or resistant to change and improve yourself.

**The purpose of life** is not to see how many personal problems we can choose to deny or do nothing about, or to see how many limitations we can set or accept for ourselves. The purpose of life is to grow into living your personal power. Fill your life, not with the distractions of substances, things, or shallow relationships, but with the shameless pursuit of self-change, improvement, and growth.

**The true source of abundant happiness**, is not outside yourself, but within. All of your possessions in this world are within you. What you.....choose.....to do with them, is what life is all about. The instruction to "Preach to all nations the message of repentance for the forgiveness of sins", is an instruction of Self-Change through the conscious, intentional, and aggressive pursuit of self-improvement.

**"The universal human journey is one of becoming conscious of our power, and how to use that power."**  
Carolyn Myss.....Anatomy of The Spirit

**"The personal power that comes from principle-centered living is the power of a self-aware, knowledgeable, proactive individual, unrestricted by the attitudes, behaviors, and actions of others or by many of the circumstances and environmental influences that limit other people."**  
Stephen Covey [7 Habits Of Highly Effective People...page 123]

**"Not that I have already obtained, or am already perfected, but I pursue."**  
Apostle Paul [Phillipians 3:12]

## Your 5 Outlets Of Power

- What you **are**
- What you **do**
- What you **say**
- What you **give**
- What you **pray**

# **Part 3**

## **Learn The Basics Of Human Psychology**

**Show courage**

**Do the work**

**ETG Cerebral Training: Mechanisms Of Self-Mastery**

- 1. Identify Your Behavioral Programming**
- 2. Aggressively Engage In Positive Re-programming**
- 3. Learn The Basics Of Human Psychology**

# **3. Learn the Basics Of Human Psychology**

**--- Read the information in the pages that follow.**

1 --- Write down what you learned or got out of each book

2 --- Write down what ideas and changes in thoughts and behaviors this information has contributed to ?

3 --- What will you implement in your life by end of this year?

# The Epidemic Of “Success Avoidance Behaviors”

Self-Sabotage --- Success Avoidance --- Fear Of Success

----- Humans are conditioned/programmed.....in this way.....to keep experiences, achievements, and relationships within "learned" (established) Comfort Zones. How humans are treated relatively early in their lives.....will affect their long term thoughts, choices, behaviors, and actions. The way kids are treated most often by their parents/coaches/other adults, impacts what they become "used to".....and thus, sets their Comfort Zone.

----- These Comfort Zones determine what type of experiences, levels of achievements, and quality of relationships we will seek out and allow to stay in our lives.

----- Everyone’s Comfort Zone has a bottom threshold, and an upper limit. We seek to acquire or move toward experiences, achievements, and relationships that fit within that bottom threshold, and upper limit.

----- The bottom threshold makes us avoid or move away from things that are below that minimum threshold. The upper limit makes us avoid or move away from things that are above that upper limit.

----- A person's **Comfort Zone** can be set at a high level such that positive experiences, achievements, and relationships are sought after and negative ones are avoided or pushed away. A person's **Comfort Zone** can be set at such a low level that negative experiences, achievements, and relationships are **sought after**. Self-destructive behaviors will be prevalent.....destructive relationships with friends and romantic partners will be sought out because they fit within the **Comfort Zone**. Self-sabotage will also be a consistent behavior pattern. They will sabotage their friendships and relationships with people who treat them well because those are outside of their **Comfort Zone**.

----- The intensity, frequency, and consistency of criticism and punishment experienced from parents/coaches, causes long term lowering of the **Comfort Zone**. The person will gravitate towards people who are "Facilitators", those who reinforce or do not object to the sabotaging and handicapping. There will be feelings of frustration or rage toward those who attempt to stop the self-sabotaging behaviors. Friends and romantic partners who won't cooperate will either be pushed away or covertly manipulated to react in a manner that is consistent with how he/she is used to being treated (the **Comfort Zone**). She/he may be very caring but paradoxically insensitive to how she/he treats others.

----- Early in life, humans "learn" to be un-responsible for how they treat others by way of how they are used to being treated. Other relationships will be affected. When the person enters into romantic relationships, as the level of **security** and **stability** increase within the relationship, the need to "create" **insecurity** and **instability** may **increase** as well....since security and stability are outside their **Comfort Zone**. This is called Relationship Sabotage.

# Self-Image

Are you willing to improve it?

## Comfort Zones & Self-Sabotage.....

In you're life, are you willing to let yourself have the things that you say you want.

If not, are you willing to do something about that.

-- Is the image you have of yourself, setting your comfort zone at a level where you will let yourself have the things that you say you want.

-- Is the image you have of yourself setting your comfort zone at a level where you will sabotage and reject the things that you say you want.

# Impact Of Comfort Zones On Human Behavior

Humans maintain a psychological **Comfort Zone** that has a bottom threshold, and an upper limit. Generally, we seek to acquire, move toward, and allow to stay in our lives the kinds of life experiences, environments, relationships, and friendships that fit within the upper limit and bottom threshold of our **Comfort Zones**. The bottom threshold makes us seek to avoid or move away from people and experiences that are **below** that minimum threshold. The upper limit makes us seek to avoid or move away from people and experiences that are **above** that upper limit. How we are treated by parents, coaches, and family environment when growing up has an impact on how we see ourselves now. The bottom threshold and upper limit of our **Comfort Zone** is set by this image we have developed of ourselves (self-image), formed primarily by our parent/family environment between the ages of 1 - 16 years old.....which determines what we are "used to" and "comfortable with". We are thus, products of how we were treated by our parents and other care takers when growing up. The intensity, frequency, and consistency of criticism and punishment experienced from parents and others causes long term damaging effects, lowering the **Comfort Zone**. The things that we now choose to believe and reinforce about ourselves combined with our daily self-talk and conditioning, continue to shape that image.

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**Comfort Zone Set High**

Accepting of high levels of achievement into your life,  
 low to no levels of self-sabotage,  
 Accepting of abundant happiness in relationships,  
 low to no levels of relationship sabotage,  
 low to no levels of instability and distrust created by you,  
 low to no levels turmoil and stress created by you

Comfort Zone  
**Scale**

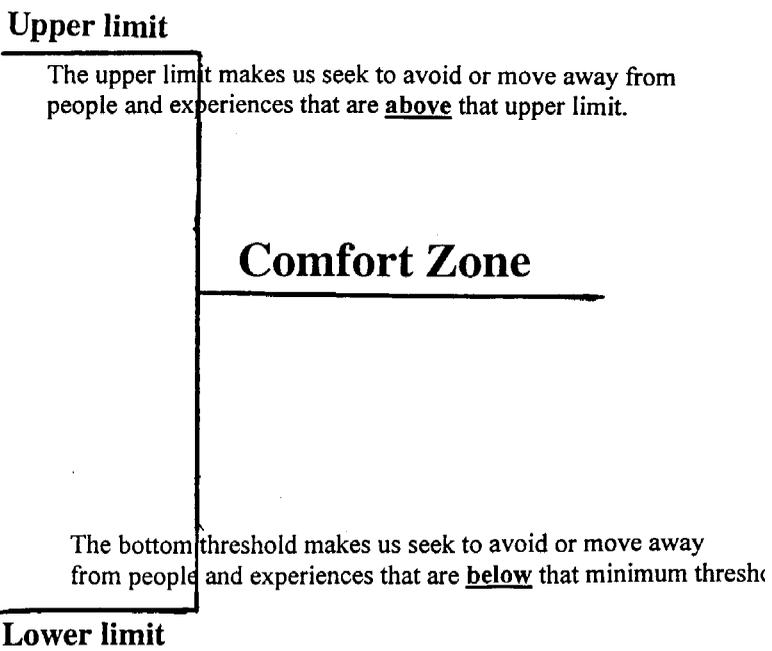
**Comfort Zone Set Low**

Rejecting of high levels of achievement in your life,  
 Relatively high levels of self-sabotage,  
 Rejecting of abundant happiness in relationships,  
 Relatively high levels of relationship sabotage,  
 Relatively high levels of instability and distrust created by you,  
 Relatively high levels of insecurity and poor attachment created by you,  
 Relatively high levels turmoil and stress created by you  
 Relatively high levels of attraction to being in an abusive environment

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↑

**Raise your  
Comfort Zone**



**We must learn to accept and embrace all good things that come into our lives. We must train ourselves to surrender to them and offer no resistance or sabotage. We must remove the upper limit of our comfort zones. We can have good things happen in abundance.**

As children, we are products of how we are treated. How we are treated affects how we see ourselves, which determines self-worth/esteem, competence, efficacy. Developmental Dependency Needs, are the human needs of a child that must be met by those upon whom the child is dependent from infancy through adolescence. Failure to have these needs met results in growth disorders and dysfunction. The major needs common to all stages are unconditional affection, attention, and praise.

Long term exposure to an environment that was lacking in unconditional affection, attention, and praise, result in the image of oneself as being flawed, defective, or inadequate. This contributes to perceptions of incompetence and low self-effectiveness (low perceived competence, low self-efficacy), which lead to experiences that reinforce a poor image of oneself, and having a low level of esteem for oneself. This low level of esteem impedes human growth and positive functioning.

These problems will manifest themselves to varying degrees. For some, it shows up in the form of personal insecurity, self-handicapping, self-sabotaging. For some, it shows up in the form of acne or "worry warts", or other mind-body (psycho-somatic) problems. For some, it shows up in the form of an depression, obsessive-compulsive disorder, Eating Disorder (anorexia, bulimia, obesity), an addiction, or varying degrees of self mutilation. And for others, it shows up in the form of misdemeanor or felony offender behavior.

As adults, we are products of how we treat ourselves, which affects how we treat others, which affects how we are treated. The objective of the cerebral training is to identify problems caused by one's prior environment, and to take on the responsibility to engage in healing, and to remove potential limitations on future growth.

## **"Fear Of Success"**

"Fear Of Success", is a phenomenon in human psychology that is best characterized behaviorally, by the term.....Success Avoidance.

Humans maintain a psychological "Comfort Zone". The image a person has of him/herself, their "self-image", creates a "Comfort Zone". Everyone's Comfort Zone has a bottom threshold, and an upper limit. Generally, we seek to acquire or move toward levels of experiences and achievements that fit within the upper limit and bottom threshold of our Comfort Zones. These Comfort Zones determine what experiences, and achievements we will seek out and allow to stay in our lives. The bottom threshold makes us seek to avoid or move away from things that are below that minimum threshold. The upper limit makes us seek to avoid or move away from things that are above that upper limit.

### **Comfort Zones & Self-Image ----**

The bottom threshold and upper limit of our Comfort Zone is set by the image we have developed of ourselves (self-image), formed primarily by our parent/coach environment and sport experiences between the ages of 1 - 16 years old. All the things an athlete has heard about him/herself the most, from the parent/coach, and has accepted as truth, contribute to that image. The things that the athlete chooses to believe and reinforce about him/herself combined with his/her daily self-talk and conditioning, continue to shape that image. Our Comfort Zone can be set at a low level such that negative experiences, low achievements are sought after and positive ones are avoided or pushed away. Our Comfort Zone can be set at a high level such that positive experiences, and high achievements are sought after and negative ones are avoided or pushed away. People who have a high....."Fear Of Success".....are strongly motivated to do whatever is necessary to keep their achievement oriented experiences under the upper limit of their comfort zone, and avoid attempting achievements that are above the upper limit of that zone. You see this take place in abundance in several sports such as college and pro football and basketball, usually among the coaches, often "during" the games.

### **Early Age Setting Of The Comfort Zone ----**

The intensity, frequency, and consistency of negative statements experienced early on from parents/coaches results in the lowering of the upper and lower limits of the comfort zone. This creates lowered expectations of self, success avoidance behaviors, as well as self sabotage and self-handicapping behaviors that are engaged in to keep achievement experiences within the Comfort Zone. Socially, the person will eventually gravitate towards and surround him/herself with people who are "Facilitators", those who reinforce or do not object to the sabotaging and handicapping behavior necessary to keep experiences and achievements below the upper limit of their Comfort Zone. This is the manner by which a high "Fear Of Success" manifests itself in human behavior.

### **Major Mechanisms Of Success Avoidance Behaviors ----**

- maintenance of self-image, feeling of being unworthy of "overly" positive/successful things occurring in one's life.
- low level of esteem for oneself, combined with deeply programmed behavioral habits of self-handicapping and self-destructiveness.
- programmed to avoid accepting "overly" high level achievements into one's life.
- fear and anxiety produced by images of what may happen if "overly" high levels of success is achieved; responsibilities, increased scrutiny by being in the limelight, fear that "you can't handle it".
- negative belief system about extremely successful people, causes the granting of permission to avoid such success.

## **Fear Of Failure ----**

Fear of Failure generally tends to be a function of how one has "learned" to view failure and the consequences of failure. The feared consequences usually have to do with the negative evaluation of oneself by significant others (coaches, parents, friends, teammates, teachers, relatives, etc.).

Fear of Failure presents itself as performance related worry, distorted perceptions; [perceive that the competitive demands of the situation exceeds what one can produce], low expectancy of performing well, expect performance to be inadequate, and expect that poor performance will result in considerable negative consequences that will be emotionally aversive.

# Positive functioning in Life

competence  
functional  
independent  
interdependent  
effectiveness  
powerful person  
productive relationships

incompetence  
dysfunction  
dependent  
compulsive  
ineffective  
self-sabotage  
relationship sabotage

Establishment of the upper limit of your Comfort Zone

## Level of esteem you have for yourself

self-esteem

### Image you have of yourself

self-image

### Perceived Competence Self-Efficacy

perceived level of competence and effectiveness as a person

positive support from  
environment

positive outcomes of exploratory behavior,  
and problem solving experiences

positive outcomes in friendships &  
romantic relationships

Dependency Needs  
unconditional affection  
attention  
praise

Life Skills  
Mastery Oriented  
Logic Orientated  
Solution Oriented

Character Strengths  
integrity to behaviors of value  
unconditional kindness  
forgiveness

### Consequences Of Fear of Failure ----

Fear Of Failure usually results in various short term behaviors designed to defend the ego, and may eventually lead to long term behaviors of sport drop-out, and other avoidance behaviors.

- Performance Sabotage ["Self-Handicapping Behavior"] – sabotage competitive performance [ie. pretend to trip and fall during a running race]
- Other Enhancement—give a competitor an advantage by creating an external inhibitory factor on performance.
- Cognitive Other Enhancement—develop a perception in one’s own mind that a competitor has an advantage.
- Avoidance Behavior – avoid placing oneself in competitive situations, drop out of sport competitions when failure is perceived to be eminent, avoidance of “risk taking” situations

### Major Mechanism Of Fear Of Failure ----

-- Fear of evaluation by parent, coach, and/or significant others caused by past intensity, frequency, and consistency of criticism and punishment which increases the expectation of negative evaluation.

A high intensity, frequency, and consistency of negative statements experienced early on from parents/coaches creates elevated levels of fear of being evaluated by authority figures and peers, creates lowered expectations of self, encourages avoidance behaviors, as well as self sabotage and self-handicapping behaviors that are engaged in to provide an excuse for failure.

### Un-Learning What You Have Learned ----

The achievement oriented experiences in life you have had, everything that you have been told about yourself, to yourself in relation to those experiences, form a collection of cognitive information stored in memory within the brain cells in areas such as the hippocampus and cerebellum. Neurologically, this information is used to collectively form a self-image. Cognitively, the self-image is in part, what you believe you can achieve, thus these self-beliefs can direct behavior. Environment during childhood and adolescence has an enormous impact on the level of one’s Fear of Failure. Environments that negatively impacts achievement oriented behaviors are characterized by constant criticism and negative evaluations, and an overly high value placed on competitiveness. The runner must become aware of the “hypnosis of social conditioning” that he/she has experienced by identifying and re-evaluating the validity of past contributors to current levels of Fear Of Failure.

As children and teenagers, we were products of how we were treated in performance oriented situations. How we were treated affects how we see ourselves, which affects our perceptions of sport competence, self-efficacy, etc, in performance oriented situations. Now as adults, the objective of cerebral training is to identify problems caused by one’s prior environment, and to take on the responsibility to engage in healing, and to remove potential limitations on future growth.

--- Identify past performance oriented situations and negative evaluations from coaches, parents, friends, etc. Use visualizations sessions and group sharing sessions for each of the development years 1-4, 5-13, 14-19, 20-present, focusing on self-beliefs that were generated by experiences and exposures to parents, relatives, siblings, coaches, teachers, friends, ect...

Brain optimizes sport performance. Applied Sport Psychology empowers the runner with the knowledge specific to mastery of personal achievement, and leads to mastery of the skills of cerebral functioning. Cerebral training elevates cerebral fitness. Training the brain leads to complete access to personal power, and thus Self-Mastery....the key to the door of optimal sport performance.

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"Fear of failure (FOF) is a construct that has been determined to result from an acceptance of social norms....."  
"Further analysis revealed no significant differences in FOF as a function of athletic status, level of athletic competition, or sport."  
N. NiiLampti.....2000  
An Assessment Of Fear Of Failure As Related To Gender, Athletic Participation, Level Of Athletic Competition, And Sport Type.  
University Of Oregon Microform Publications.....2000

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"..... the motive to avoid failure was socially learned....." ".....this learning most likely took place between the ages of 5 and 9 years."  
D.E. Conroy.....May 2001  
Fear of failure: An Exemplar For Social Development Research In Sport.  
Quest.....Volume 53 # 2.....May 2001.....page 165

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"Warnings have been sounded about the potential dangers associated with FF in sport academic settings, and even business environments. "  
"Students with FF are more likely to adopt avoidance achievement goals. Avoidance goal orientations mediate outcomes such as decreased satisfaction with academic progress, decreased subjective well-being (e.g., self-esteem, personal control, vitality, and life satisfaction), increased physical symptom reports, decreased intrinsic motivation, and decreased grades."  
"Athletes attribute ergogenic drug abuse to FF." "FF also is a documented source of athletic stress, a reason for burnout and turnover among sports officials, and a reason for youth sport dropout."

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D.E. Conroy.....May 2001  
Fear of failure: An Exemplar For Social Development Research In Sport.  
Quest.....Volume 53 # 2.....May 2001.....page 165  
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"The aim of the study is to investigate the basic dimensions of the personality of tennis players. A sample of 92 athletes of average and top level was studied through the administration of the CBA-Sport questionnaire. The results of the study indicate that most of the tennis players show low levels of anxiety and very few depressive symptoms." "The fear of failure is however a common trait of their psychological condition."

P. Vicini, G. Vidotto, A. Daino  
Cognitive And Behavioural Evaluation Of Tennis Players.  
Movimento (Roma)..... Volume 13 #2.....May/August 1997.....page 57 - 60

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"At follow-up, the dropouts reported a higher sport competition anxiety, and told that more friends had dropped out from soccer. Those who dropped out with negative feelings (30 percent of the dropouts) had a higher fear of failure." "Those who did not continue with another organized activity had a higher score in act out and in fear of failure."

O. Skard, P. Vaglum.....December 1989  
The Influence Of Psychosocial And Sport Factors On Dropout From Boys' Soccer: A Prospective Study  
Scandinavian Journal Of Sports Sciences..... Volume 11 #2.....December 1989.....page 65 - 72

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"This study investigated issues related to competitive trait anxiety (CTA) among university varsity athletes." "Results support the proposed relationships of fear of failure and fear of evaluation to Competitive Trait Anxiety....."

D.W. Rainey, H. Cunningham  
Competitive Trait Anxiety In Male And Female College Athletes  
Research Quarterly For Exercise And Sport.....Volume 59 #3.....September 1988.....page 244 - 247

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"One-hundred and eighty undergraduate university students completed a battery of standardized social anxiety measures.....questions examining fear and avoidance of sporting and athletic situations."

"Results indicated that social anxiety and fear of negative evaluation were generally related to social-evaluative fears in sporting or athletic situations....." "Further analyses revealed social anxiety did not differ by competition level. However, for men, familial pressure to play sports during high school was associated with higher fear of negative evaluation."

P.J.Norton, J.A.Burns, D.A.Hope, B.K.Bauer  
Generalization Of Social Anxiety To Sporting And Athletic Situations: Gender, Sports Involvement, And Parental Pressure  
Depression & Anxiety..... Volume 12 #4.....2000.....page 193 - 202

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"The major sources of stress that have been reported by sports performers include fear of failure, concerns about social evaluation by others (particularly the coach), lack of readiness to perform, and loss of internal control over one's environment."

L., Hardy  
Psychological Stress, Performance, And Injury In Sport.  
British Medical Bulletin..... Volume 48 #3.....July 1992.....page 615 - 629

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### **Pressure -----**

Pressure is the erroneous perception one has of a situation, due to a negative belief (trait anxiety) or mindset (state anxiety). Your perception of a situation will determine how you will react to it, and thus will affect your performance. By focussing before your race on the processes of achieving your goal (process goals) rather than on the goal itself (outcome goal), you can relieve pre-race anxiety and stress, increase feelings of controllability, create an internal locus of control, and make positive performance situations a stable occurrence.

### **Achievement Motivation -----**

Intrinsic achievement motivation is based on the need to be self-determining and competent. Things that contribute to self-determination and competence generally tend to increase intrinsic achievement motivation. Things that reduce self-determination and competence generally tend to decrease intrinsic achievement motivation.

### **Positive Contributors to Intrinsic Achievement Motivation -----**

Sport Interest - exploratory behavior initiates and directs attention  
Sport Enjoyment - sustains/increases one's willingness to continue in the sport  
Support Group - coach, teammates, friends, and family members who offer encouragement, provide recognition of effort, and applaud achievement  
Developmental Autonomy - coach or significant others allow the athlete to have control over his/her development and destiny in the sport. The athlete is included in most/all decision making processes.  
Perceived competence - the athlete's perception of ability level (competence) he/she has in a particular sport or task within the sport. Competence motivation is the athlete's motivation to improve his/her ability level (competence). When athletes engage in a sporting event, and focus on mastery/improvement of personal performance (intrinsic motivation orientation), perceived competence is increased by the challenges and success experienced, and failure experiences have less damaging effects on intrinsic achievement motivation.

Focus on task mastery, knowledge acquisition, personal improvement, and personal achievement of higher ability. Focus on improving oneself and one's processes of pursuing personal growth. Focus on process rather than outcome. Goals are experiences that we would like to have. Focus on achieving the process that creates the desired experiences.

### **Intrinsic Motivators -----**

- friendship opportunities
- family/coach relationships
- performance achievement
- exhilaration from a great performance
- demonstration of athletic abilities/prowess

### **Major stressors that decrease Achievement Motivation**

- negative significant other relationships
- demands/costs of the sport....
- traumatic experiences
- personal struggles (physical/mental difficulties, self-doubt, perfectionism, undesired coach)
- low personal performance expectancies, worries about failing
- high dispositional anxiety, heightened pre-competition stress

### **Causal Dimension Orientation ----**

Following a competition, athletes generally tend to attribute the outcome of their performance to specific causes. Causal Attributions therefore, refer to an athlete's perception of what factor/factors they attribute to have caused the outcome of their performance. These causes can be grouped into three dimensions. These dimensions are related to; 1.the stability of occurrence of the factor(s); 2.how controllable is the factor(s); 3.and whether the athlete feels he/she controls the factor(s) or not. The Causal Dimension Orientation is determined by how the athlete's perception is oriented. This is identified by looking at the attributions he/she makes in the context of stability, controllability, and locus of causality. The attributed factor(s) may be perceived as stable (happens often), or unstable (happens rarely). The factor(s) may be perceived as controllable, or uncontrollable. the factor(s) may be perceived as caused internally (caused by something about him/herself), or externally (caused by something outside him/herself). Thus, one would like to see an athlete attribute outstanding performances to factor(s) that are perceived to be stable, controllable, internal. "Luck" is an attribute that is generally perceived as unstable, uncontrollable, and external.

### **Learned Helplessness ----**

Learned Helplessness is a cognitive control problem. An achievement goal is set, but a method of attainment has not been found, inspite of prolonged exposure to the situation, and repeated attempts to achieve the goal. Eventually one "learns" that performance outcomes are independent of one's actions, and a negative expectation develops—expect that future performance outcomes are uncontrollable. At this point, one experiences a syndrome of cognitive, motivational, and emotional deficits. One reaches cognitive exhaustion, from the large investment of energy placed into problem solving. "Burnout" occurs at the stage of cognitive demobilization, the point at which one is unwilling to invest any further mental effort into problem solving. To avoid or get out of this situation, one must experience cognitive gain, a reduction in uncertainty of whether the method used for goal achievement will work. Uncertainty reduction increases achievement motivation in athletes who are approaching cognitive exhaustion. Focus on Identifying mechanisms of performance, and designing ways to address those mechanisms. This reduces uncertainty as to what works and what fails to work, improves one's ability to reproduce outstanding performance, and increases controllability of performance. Attributing successful performances to things that had little or nothing to do with the performances can lead to "burnout".

### **Competitive Anxiety ----**

It is important to become aware of Competitive Trait Anxiety and Competitive State Anxiety. Trait anxiety is generally caused by programming. It is something that tends to be an acquired character trait. Relaxation induced anxiety is an example. Trait anxiety is generally experienced by what one is doing rather than by what one is thinking. People who have been toxically shamed during their in developmental years at some point become hypervigilant, easily startled, and fear evaluation of performance. Thus trait anxiety will be high in these athletes. State anxiety is situation specific. It is a state in which the athlete is in, usually created by worry related cognitions These result in further anxiety producing thoughts and somatic feelings of "nervousness".

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Pursue.....becoming a

# **Master Of Sport**