



THE
FEARLESS
MIND

The Athlete's High Performance
Workbook

Our Promise

*The Fearless Mind
Methodology™
will provide:*

- Elevated Motivation
- Controlled Anxiety
- Increased Concentration
- Greater Confidence
- Decisive Decision Making

The Fearless Mind Coaching Technology

*The proven power behind The
Fearless Mind Methodology™*

The Fearless Mind

The Fearless Mind provides a methodology to high performance. We help our clients turn good performers into great performers. Heather McPhie, prior to the 2010 Vancouver Olympics, was ranked #27 in the world. Six months and 25 sessions after implementing The Fearless Mind System, Heather was #2 in the world and on her way to the Olympic Games.

Developing a FEARLESS MIND-SET will positively and measurably improve motivation, confidence, and overall performance through the application of cutting-edge science.

The Fearless Mind Methodology helps to overcome the interference that holds us back from reaching our potential. Interference that includes, but is not limited to - poor work ethic, choking under pressure, fear of failure, and self-doubt.

As we acquire the right skill-sets our performance is accelerated, interference is eliminated and high performance is created. The greater the performance the more we win.

Engineering High Performance

Potential + Training - Interference = High Performance (Po + T - I = HP)

Potential

How we are born, our innate abilities, are indications of what we will NOT do.

For example, if I am 6'6" and 260 lbs, chances are I am not going to go into figure skating or gymnastics.

Love = Higher Competency

To maximize our potential we need to make sure that we are focusing on what we are IN LOVE with.

What sport(s) do you love?

Why do you love it/them?

On a scale of 1-5 rate how much you love your sport(s):

01

02

03

04

05

Engineering High Performance

Training

The 10-year rule

- It takes 10,000 hours, or 10 years of training to master a skill-set

Modeling

- We can master a set of skills in six months by modeling the practices of those who have already blazed the trail.

Practice makes permanent

What are your greatest strengths in your sport?

Ex: I am quick, have good eye to hand coordination, I am tall, I pass well, I anticipate the ball, good loopy strokes, I throw a good ball.

Who, in your sport, is the best role model for your strengths or physical potential?

How will you learn from them?

Engineering High Performance

Interference

- The mind is like a muscle & needs to be conditioned
- The mind does not recognize the word “don’t”
- The mind does what it is told to do
- The Can-do Mind-set
- Recognition of what needs to be done



Write down a few things that are sources of interference in your performance

Identify times when you tell yourself to NOT do something. Change the don't do's to what you will do.

DON'T DO

Don't watch the ball.

CAN DO

Box out my man.

The 10/80/10 Rule

The Low 10%

As they age they do not get healthier and happier

- There is no real growth

This group believes that how they are born determines who they are.

- Potential = Performance

This group can be identified by:

- A focus on what is wrong
- An avoidance mind-set
- No accountability
- Doom & gloom mentality
- Victims of circumstance

What 2-3 areas of your life do you feel you are in the low 10%?

Reflect and write how you felt as you wrote down those things.

The 10/80/10 Rule

The Middle 80%

As they age they **slowly** become healthier and higher performing

- They are good but not great

Potential = Performance

Often they want to maximize their potential but don't know how to do it.

This group can be identified by:

- Focus is on what not to do
- Learn from their mistakes and not from successes
- There are areas of their performance that are mediocre

Write 2-3 areas in your sport where you identify the error & attempt to learn from it

The 10/80/10 Rule

The Top 10%

“But a few do improve for years even decades and go on to greatness.”

- Ericson & Co.

This group learns to maximize their learning experience.

- Potential + Training - Interference = High Performance
- Channel our energy into those things we like.
- Growth will ALWAYS be more rapid when we learn from what we do well.
- The 3 to 1 ratio

What are three skills that are going well in your sport?

1. _____
2. _____
3. _____

What is one area you would like to improve? (Write it as what you will do.)

Reflect and write how you felt as you went through the 3 to 1 ratio exercise.

The Fearless Mind Journal

Step 1 - The Objective

A beacon providing direction for the future

We need to set goals a little beyond our reach

Some guidelines for creating an objective are:

- Must be meaningful
- Our objectives should stretch us, not stress us
- The more measurable the more accountable



What is your goal 2-4 years from now?

What is your goal for the next 1-4 weeks that is a little beyond your reach?

The Fearless Mind Journal

Step 2 - Plans of Action

Direct our attention to the present

Keep it to 2 - 3 skill sets

- One skill set does not keep our attention
- More than three dilutes our attention

Specific, tangible skill set development

Relevant cues bring attention skill set development

Keep these cues tight, two to three words. Clear your mind.

First, write down the single most important skill for you to achieve your objective that is a little beyond your reach.

Now, write down the second most important skill for you to achieve your objective that is a little beyond your reach.

Finally, write down the third most important skill for you to achieve your objective that is a little beyond your reach.

The Fearless Mind Journal

Step 3 - Strengths

Condition the mind to recreate and perpetuate best practices.

The Strengths

- Skill sets are accelerated when we identify and reinforce what we did well

Be detailed

- The more detailed we are, the more we can measure and repeat the skill
- Details make the skill more real and tangible

Clear your mind.

First, what was the single most important skill I did today to help me reach my objective?

Now, what was the second most important thing you did today to help you reach your objective?

Finally, what was the third most important thing you did today to help you reach your objective?

The Fearless Mind Journal

Step 4 - Weakness

What is the skill you want to perform better?

Identify what you are struggling with today.

Write down what you can do about it.

Create a relevant cue - 2 to 5 words.

Write down what you are struggling with.

What can you do about it?

Create your own relevant cue.

Tie your relevant cue into step 2 for tomorrow.

The Fearless Mind Journal

1 = Poor 5 = Good

Capture your average score for the day.

Reinforces the competency levels

Your aggregated score will be shown on your daily journal entries in the “Journal” action of your resource center.

The scores that you input each day will be recorded and averaged in the “Stats” section of your resource center.

21 - 25 = In the Zone 15-20 = Good, not great 10-14 = Not going well



Motivation



Anxiety



Concentration



Confidence



Decision Making

4 Components of Our Make-up

4 Components

Spiritual - Compass or Direction

Skills

- Trust your instincts
- Be Humble
- Have Integrity
- Be grateful
- Be Genuine

Emotional - Passion or Engine

Skills

- Bring Positive Energy
- Breathe
- Control Energy
- Smile
- Slow Down

Mental - Organizer or Driver

Skills

- Can-do Mind-set
- 3 - 1 Ratio
- Use Relevant Cues
- Control the Controllable
- Occupy the Space

Physical - Application or the manifestation of Spiritual, Emotional & Mental

Skills

- Follow Through
- Hands In
- Big Finish
- Keep Eyes on Ball
- Good Spin

Which components of your make-up do you feel you are strong in and why?

Which components of your make-up would you like to improve upon?

Identify 2-3 skills to implement into step 2 of your journal.



Motivation

Task (Skills) vs. Ego (Outcome) Orientation

Goal setting is the single greatest cause behind psychological issues. When we have control anxiety goes down. When we have little control, stress and anxiety go up.

Future

- All fear originates in the future
- Anxiety comes from a fear in the future
- Our goals need to be a little beyond our reach

Present

- Love is the great motivator

Past

- Guilt and frustration originate.

Set your objective a little beyond your reach (Step 1 in the The Journal).

The optimal time frame is 1-4 weeks.

This provides good motivation and a controllable level of anxiety.

What motivates me the most that I will achieve in the next 1-4 weeks?

What is a goal that is a little beyond my reach?



Motivation

Task (Skills) vs. Ego (Outcome) Orientation

Ego Orientation

- Focused on the result of the performance
- Ego Oriented individuals are shown to:
 - Lower work ethic
 - Do not persist at tasks
 - Set Extreme goals
 - Do not perform well under pressure

Task Orientation

- Focused on the task the performance requires
- Task Oriented individuals are shown to:
 - Hard work ethic
 - Persist longer at tasks
 - Set challenging goals
 - Perform well under pressure

Step 2 in The Journal. Write down 2-3, in order of importance, skills you will implement to achieve the goal that is a little beyond your reach from pg. 18.



Motivation

Stages of Development

1st Stage

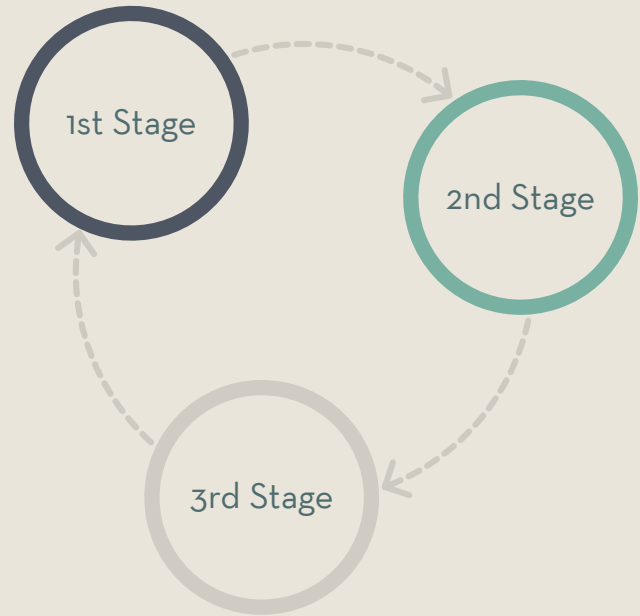
- Growth is rapid

2nd Stage

- Growth slows down

3rd Stage

- Growth stops completely



The Correct Path

“Yet a few do improve for years even decades and go on to greatness.”

- Ericson & Co.

- What do we need to do?
- Stay focused on the skills (tasks) and never stop trying to get better.
- We have control over the tasks. That is what we need to evaluate.



Motivation

Deliberate Practice

1. **Objectives** are a little beyond our reach. (Step 1 in The Journal)
 - We want our objectives to stretch us, but not stress us.
2. **Skills** (tasks) specifically designed to improve performance. (Step 2 in The Journal)
 - Focused on the skills (task) rather than outcome.
3. Provides **feedback** on results. (Step 3, 4 & 5 in The Journal)
 - We need to hold ourselves accountable to our objective
4. High levels of **repetition** (Daily use of The Journal)
 - We need to condition the muscles and neural pathways

Be very **precise and exact**. Complete steps 1 & 2 of a journal entry from the work you have done on pg. 18-19.

Example

Objective: *Prepare for an upcoming game*

Plan: *Hands Inside*

Short Deliberate steps

Knees bent chest out

Create your own

Objective:

Plan:

“... the average human—looks without seeing, listens without hearing, touches without feeling, eats without tasting, moves without physical awareness, inhales without awareness of odour or fragrance and talks without thinking.”

- Leonardo De Vinci



Anxiety

Good or Bad?

Yes.

Feeling of worry or uneasiness of an uncertain outcome

- Anxiety propels us to action
- Anxiety is normal. We need it
- If we have it for too long it becomes detrimental
- We need to find a good balance

Oscillation

- We need some degree of variability
- We do not want to flat line
- Determine your threshold and stay below
- Keep it in check

Anxiety = Stress

Identify situations where you experienced appropriate anxiety (stress).

Identify situations where you experienced excessive anxiety (stress).



Anxiety

Origins

Fear exists in the future

- We have no control over the future
- Focusing on the future can lead to interference
- We need to act in the present
- We don't need to live in the future; we need to prepare for the future

Living in the Present

- The supreme power in this life is ACTION
- We need to become skilled at bringing our attention back to the present and asking ourselves, "What do I need to do right now?"

Identify an upcoming event. What do I need to focus on today to be prepared for this event? What will I do right now?

"What can I do now?"



Anxiety

Perfectionism

Extreme Outcome Orientation

- Passionate people
- Live in the future
- Create more and more anxiety

Prescription

- Shift the form of evaluation
- Evaluate based on those things that are controllable
- Focus on what is happening in the present rather than the outcome
- Develop the skill of being rational and reasonable

Extreme behavior leads to mediocrity

Find the balance

Identify a new rational and reasonable expectation.



Anxiety

Controlling

Anxiety is good, we just need to learn to control it.

How?

- Muscle relaxation deep breathing, meditation & yoga
- Good amount of sleep
- Avoid alcohol and excessive amounts of caffeine
- Confront our challenges

The help to bring our attention to the present.

3 Questions to keep us in the PRESENT

- Am I learning?
- Am I doing?
- Am I resting?

Write down a time when you focused on the outcome. For example, “missed the shot, the throw or the kick.”

Identify the skills you should have evaluated. For example, follow through, keeping my head up or keep my feet in place.



Concentration

Concentration

Our ability to attend to relevant stimuli and not attend to irrelevant cues.

Relevant Cues

- Create 2-3 relevant cues
 - One is too boring
 - If we have more than three we become overwhelmed
- These serve to direct our attention to the present
- Plug these in to step 2 of your Fearless Mind Journal
- Say these statements firm and steadfastly

Examples

- Hit the ball out in front
- Keep my hands up
- “I got this!”
- “Today is my day. I am going to make it happen.”

Identify an area of anxiety and create your own power statements. Write down two or three that you will use.



Concentration

Relevant & Irrelevant Cues

Hick's Law

- The more we think (worry), the slower we react

Experiment

- Control and Intervention Group
 - The intervention group was taught how to recognize relevant cues
 - The intervention group improved 150%
 - They learned to recognize and adhere to relevant cues

We greatly reduce interference by adhering to relevant cues

Identify a skill you want to master.

Soccer: I want to get better at kicking to the open space in anticipation of my teammates

Create a 2-3 word relevant cue to help direct your attention.

Relevant Cue: Kick to space



Concentration

Approach vs. Avoidance Mentality

That which we give our attention to grows.

Approach Mentality = Can do Mind set

- Believing and trusting mentality
- Creating and engineering performance

Avoidance Mentality = Can't do Mind set

- The focus is on what we can't do
- Waiting for performance to happen

How do we create and eliminate behaviors?

- Pavlov's Dogs - 120 year old research
 - Positive reinforcement increases the behavior
 - Negative reinforcement increases the behavior at a slower pace
 - To stop a behavior we must ignore it

Write down an area you want to improve in.

Write down what you can/will do to improve.

Write down a 2-3 word relevant cue for yourself.



Confidence

Confidence

Trust in one's abilities.

- The number one factor that contributes to high performance
- Originates from identifying natural laws and adhering to them

Power statements can infuse us with confidence.

Make a list of the things that you love to do (list at least 20):



Confidence

Assertive vs. Others

Passive - "I stink, you're good."

Aggressive - "I'm good, you stink."

- Both rooted in comparison
- These people can't get much better

Cockiness - "I'm good and I need to tell everyone."

Assertive - "I'm good."

- Assertive confidence is independent
- It will stand the test of time
- I focus on what I need to do and my performance

Passive/Aggressive

- Are confrontive and pout until they regain control

Aggressive/Passive

- Are confronted and pout until they regain control

What is one situation where you feel you are too passive?

What is one situation where you feel you are too aggressive?

Write down an appropriate assertive attitude for one or both of your situations.



Confidence

4 Ways to Build Confidence

1. Previous Performance Experience

- The first way to build confidence is through proper evaluation
- Utilize the 3 to 1 ratio

2. Vicarious Experience

- Learn from what the best are doing
- We can beat the 10,000 hour rule by modeling

3. Verbal Persuasion

- We can tell ourselves what we can do
- Use the power statements you have created

4. Physiological State

- How behavior affects the way we feel
- Say it like you mean it
- Communication
 - 55% - Body Language
 - 38% - Tone of Voice
 - 7% - Verbiage
- Select a verbal cue. Use the right words, the right tone, and have the right body language. Practice in the mirror. Use for one week.



Decision Making

The Process

Bottom 10%

- Do not want to make decision
- Avoid engagement
- Avoid the fight

Middle 80%

- Oscillate between good and poor decision making
- Indecisive and panicked
- Fence-sitters

Top 10%

- Deal with the past, present & future
- Rational, reasonable and logical
- In the fight

Where do you feel you fall (bottom, middle or top) and why?

**The worst ball hit to the right spot is better than
the best ball hit to the wrong spot**



Decision Making

Fundamentals

Adhering to natural law

- Stacks the odds of success in your favor
- The first step to becoming a good decision maker is to understand the fundamentals of your realm

Write down 2-3 of the fundamental laws of the sport you are involved in.

Ex: "Hit the ball cross-court"

Ex: "Get inside vs. 3-pointers"

1. -----

2. -----

3. -----

"Once we get the fundamentals down then big changes are not needed, but small "tweaks."



Decision Making

The Next Level

Positioning ourselves to leverage our strengths

First, we need to understand when we are strong and when we are weak.

- We need to understand and adhere to the fundamentals
- We need to mold our strengths on top of the fundamentals
- We need to understand our weakness's

How will you develop your game around the fundamentals of your sport?



Decision Making

The Highest Level

Free from the guilt of the past and fear of the future and completely in the present.

- Fundamentals have been conditioned into muscle memory
- Strengths have been molded upon fundamentals
- Complete trust in your instincts

Utilizing the Journal System

- Implement 2 - 3 action items
- Focus on the 2 - 3 items through the performance
- After the performance use the 3 : 1 ratio to evaluate and adjust
- Create 2-3 new or adjusted action items and execute

Identify the skills you have developed in each of the 4 components

Spiritual

Emotional

Mental

Physical

At the highest level we are FEARLESS.

5 Attributes of High Performance

The 5 Attributes

4% Character

- Have Integrity
- Be Sincere
- Be Humble
- Be Loyal
- Being Spiritual

Write down specific situations where you have demonstrated your character.

5% Physical Skills

- The physical skills from your sport
- Having Talent
- Possessing Physical Strength
- Having Athletic Ability

Write down specific situations where you have demonstrated physical skills.

7% Emotional Stability

- Channel your emotions
- Finding a nice balance
- Enjoying life
- Showing a Positive Attitude
- Being Fun-loving
- Having an uncomplicated & straightforward personality
- Being Optimistic

Write down specific situations where you have demonstrated emotional stability.

5 Attributes of High Performance

The 5 Attributes

8% Confidence

- Trusting yourself
- Having Mental Toughness
- Has a plan of attack
- Have a vision as to what the team can accomplish
- Believe in yourself
- Mentally engaged
- Has a competitive edge
- Believe in yourself
- Mentally engaged
- Has a competitive edge

Write down specific situations where you have demonstrated your confidence.

76% Commitment

- Be accountable
- Attitude to succeed
- Ready to play
- Has a desire to win
- Has a work ethic
- Prepares to compete
- Uses work time
- Wants perfection
- Possessing discipline

Write down specific situations where you have demonstrated your commitment

Glossary

#

10/80/10 Rule - A body of research that states that the human population can be divided into 3 population groups; The Top 10%, the Middle 80% and the Bottom 10%.

10 year rule - A body of research that states that it takes 10,000 hours, 4 hours a day 5 day a week which equates to 10 years, to master a skill-set.

3 - 1 Ratio - A process for evaluation. Identification of 3 skills performed well and one skill we will improve upon.

A

Accountability - Taking responsibility to report and explain our action or inaction.

Action Item - The skill(s) that is/are isolated and implement into your daily plans.

Approach mentality - Playing to win mentality. The focus is on what we need to do.

Attributes - A quality or characteristic.

Avoidance mentality - Playing not to lose. The focus is on what “not to do” vs. what we “will do”.

B

Best Practices - Those things that have been proven to work in the past.

C

Can-do mind-set - A mind-set that focuses on what we “can do” and “will do”.

Cognitions - Knowledge, the act or process of knowing.

Competence - Having the right skill or knowledge and ability to perform effectively.

Control the Controllable - A mind-set where the focus is on what we can control.

Cue- Stimuli that is intended to trigger a reaction. Directs our attention.

Glossary

D

Direct Control - Variables that we have an immediate effect on. Example, I have control over my thoughts, actions.

E

Engineer - To design or create.

Error Correction - Identifying error and then identifying the skill to counteract the error. Learning from our mistakes.

F

Fight and Flight - A natural instinct to run or engage.

H

Hypothesis - An idea that attempts to explain something that has not yet been tested. An assumption or guess.

I

Indirect Control - Variables that have an effect on outcome.

Instincts - An innate response. Feelings that come from deep inside of us.

Interference - Something that inhibits progress. Negative thoughts that occupy our mind, limiting our potential.

L

Law of Attraction - That which we focus on grows.

Law of Occupied Space - No two things can occupy the same place at the same time.

Low 10% - The portion of our population that does not perform well. Those that have not begun to utilize their potential.

Glossary

M

Mediocre - Average or below average. Not very good

Microcosm - A small world. Something small that contains or represents all the features of something large.

Middle 80% - The portion of our population that we would consider average. Those that have not fully maximized their potential. Good but not great.

Mind-set - The way we think and view the world. An attitude.

Modeling - An example, imitating or copying another.

Motivation - A driving force, a feeling of enthusiasm.

N

Natural Law - A truth that yields predictable results, governs us that is universal.

Neural Pathways - Paths in your brain through which information travels.

O

Objective - A goal. Something that we are working towards.

Operationalize - To put plans into action.

P

Passion - A compelling emotion or feeling.

Plagiarism - To copy the work of another

Potential - Capable of becoming or being.

Purpose - The reason something is done.

Glossary

Q

Qualitative - Pertaining to or concerned with quality.

Quantitative - The describing or measuring of quantity.

R

Realm - A particular area of knowledge, experience or interest.

Relevant Cue - A signal that propels one to action.

S

Skill Sets - A collection of skills needed to perform.

T

Top 10% - The high performing portion of our population. Those that have maximized their potential to higher levels.

W

Worry - Excessive attention to the negative side of performance or life.

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The Fundamentals

P + T - I - HP

- Potential
- Training
- Interference

10/80/10 Rule

- Low 10%
- Middle 80%
- Top 10%

The Fearless Mind Journal

- Objective
- Plans
- Strengths
- Weakness
- Scoring

5 Attributes

- Character, Physical Ability, Emotional Stability
- Confidence and Commitment

4 Intelligences

- 4 Intelligences



Motivation

- Task vs. Ego Orientation
- Stages of Development
- Deliberate Practice



Anxiety

- Good or Bad
- Origins of Anxiety
- Perfectionism
- Controlling



Concentration

- Concentration
- Relevant vs. Irrelevant Cues
- Approach vs. Avoidance



Confidence

- Confidence
- Assertive vs. Others
- 4 ways to Build



Decision Making

- The Process
- Fundamentals
- The Next Level
- The Highest Level