

Bibliography & Further Reading

The science, research, and foundational thinkers behind every practice in this course. This is not a reading list — it is an accounting of the intellectual foundations you have been working with.

References are organized by module and topic. Where a work is central to the practice rather than merely adjacent to it, a note explains the specific application.

MODULE 1 — IDENTITY & VALUES

Ontological Coaching & Self-Concept

Heidegger, M. (1962). *Being and Time*. Harper & Row.

- *The philosophical root of ontological coaching — the idea that who we are is constituted through our way of being, not our thinking alone.*

Erhard, W., Jensen, M. C., & Krakauer, S. (2010). *Being a Leader and the Effective Exercise of Leadership: An Ontological/Phenomenological Model*. Harvard Business School Working Paper.

- *The framework for understanding leadership and performance as an expression of being rather than technique.*

Blanco, C., & Sieler, A. (2000). *Coaching to the Human Soul: Ontological Coaching and Deep Change*. Newfield Australia.

- *Core text behind the ontological approach to coaching used throughout this course.*

Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, 41(9), 954–969.

- *The research basis for identity gap work — the distance between actual self, ideal self, and feared self.*

Values Clarification

Rokeach, M. (1973). *The Nature of Human Values*. Free Press.

- *Foundational values taxonomy research; influenced the structure of the values card sort in Module 1.*

Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2011). *Acceptance and Commitment Therapy: The Process and Practice of Mindful Change* (2nd ed.). Guilford Press.

- *ACT's values clarification work forms the conceptual basis for the values card sort and the identity statement exercise.*

Wilson, K. G., & Murrell, A. R. (2004). Values work in Acceptance and Commitment Therapy. In S. C. Hayes, V. M. Follette, & M. M. Linehan (Eds.), *Mindfulness and Acceptance*. Guilford Press.

MODULE 2 — MOTIVATION & SELF-DETERMINATION

Self-Determination Theory

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. Plenum.

- The foundational text for SDT. Every motivation audit question in Module 2 is grounded in this work.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78.

- The most widely cited SDT paper; covers competence, autonomy, and relatedness as basic psychological needs.

Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268.

Vallerand, R. J. (1997). Toward a hierarchical model of intrinsic and extrinsic motivation. *Advances in Experimental Social Psychology*, 29, 271–360.

- Research on how motivation quality operates differently at situational, contextual, and global levels.

Mageau, G. A., & Vallerand, R. J. (2003). The coach-athlete relationship: A motivational model. *Journal of Sports Sciences*, 21(11), 883–904.

- Applies SDT directly to the coach-athlete relationship and its effect on athlete motivation quality.

MODULE 3 — MIND UNDER PRESSURE

Acceptance & Commitment Therapy (ACT)

Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2011). *Acceptance and Commitment Therapy* (2nd ed.). Guilford Press.

- The source of cognitive defusion — the primary self-talk technique taught in Module 3.

Harris, R. (2008). *The Happiness Trap: How to Stop Struggling and Start Living*. Shambhala.

- An accessible treatment of ACT principles; the weather metaphor for thoughts used in Module 3 draws on this framing.

Gardner, F. L., & Moore, Z. E. (2006). *Clinical Sport Psychology*. Human Kinetics.

- Application of ACT principles specifically to sport performance contexts.

Red Head / Blue Head — Dr. Ceri Evans

Evans, C. (2019). *Perform Under Pressure: Change the Way You Feel, Think and Act Under Pressure*. Thorsons.

- The foundational text for the Red Head / Blue Head framework, the intensity anchor, and the environmental math used in Module 3. Evans developed this system working with the New Zealand All Blacks.

Evans, C. (2012). The neuroscience of leadership under pressure. *NeuroLeadership Journal*, 4.

Arousal, Attention & Performance

Yerkes, R. M., & Dodson, J. D. (1908). The relation of strength of stimulus to rapidity of habit-formation. *Journal of Comparative Neurology and Psychology*, 18, 459–482.

- Original Yerkes-Dodson research establishing the inverted-U relationship between arousal and performance quality.

Nideffer, R. M. (1976). Test of attentional and interpersonal style. *Journal of Personality and Social Psychology*, 34(3), 394–404.

- Foundational research on attentional focus dimensions in sport performance.

Baumeister, R. F. (1984). Choking under pressure: Self-consciousness and paradoxical effects of incentives on skillful performance. *Journal of Personality and Social Psychology*, 46(3), 610–620.

- Research foundation for understanding the mechanisms behind performance breakdown under high pressure.

MODULE 4 — ATTENTION TRAINING (MBAT)

Mindfulness-Based Attention Training

Jha, A. P., Stanley, E. A., Kiyonaga, A., Wong, L., & Gelfand, L. (2010). Examining the protective effects of mindfulness training on working memory capacity and affective experience. *Emotion, 10*(1), 54–64.

■ Dr. Amishi Jha's MBAT research forms the direct scientific basis for the four-week protocol used in this course.

Jha, A. P., Krompinger, J., & Baime, M. J. (2007). Mindfulness training modifies subsystems of attention. *Cognitive, Affective, & Behavioral Neuroscience, 7*(2), 109–119.

■ Demonstrates that focused attention and open monitoring training produce distinct and measurable changes in attentional subsystems.

Jha, A. P. (2021). *Peak Mind: Find Your Focus, Own Your Attention, Invest 12 Minutes a Day*. HarperOne.

■ The accessible companion to Jha's MBAT research; the four attentional modes and the flashlight metaphor come from this framework.

Rogers, S., & Maytan, M. (2012). *Mindfulness for the Next Generation*. Oxford University Press.

■ Scott Rogers co-developed the MBAT protocol with Jha; his work informs the guided practice structure in this course.

Kabat-Zinn, J. (1990). *Full Catastrophe Living*. Delacorte.

■ The foundational text for MBSR, from which MBAT developed; establishes the formal mindfulness practice framework.

Attention Science

James, W. (1890). *The Principles of Psychology* (Vol. 1). Henry Holt.

■ Source of the William James quote on attention used throughout this course: "The faculty of voluntarily bringing back a wandering attention, over and over again, is the very root of judgment, character, and will."

Posner, M. I., & Petersen, S. E. (1990). The attention system of the human brain. *Annual Review of Neuroscience, 13*, 25–42.

■ Establishes the neurological basis for understanding attention as a trainable, multi-component system.

Lutz, A., Slagter, H. A., Dunne, J. D., & Davidson, R. J. (2008). Attention regulation and monitoring in meditation. *Trends in Cognitive Sciences, 12*(4), 163–169.

■ Distinguishes focused attention and open monitoring as distinct meditative practices with distinct neural signatures — the scientific basis for the four-week progression.

MODULE 5 — ROUTINE, RITUAL & THE CONTAINER

Ravizza, K., & Hanson, T. (1995). *Heads-Up Baseball: Playing the Game One Pitch at a Time*. Masters Press.

■ Ken Ravizza's foundational applied sport psychology work; the Prime-Perform-Learn structure draws from Ravizza's emphasis on process focus and pre-performance preparation.

Lidor, R., & Singer, R. N. (2000). Teaching pre-performance routines to beginners. *The Sport Psychologist, 14*(4), 414–434.

■ Research on the performance benefits of consistent pre-performance routines.

Duhigg, C. (2012). *The Power of Habit: Why We Do What We Do in Life and Business*. Random House.

■ The habit loop model informs how the Prime-Perform-Learn container is designed to build sustainable daily structure.

Clear, J. (2018). *Atomic Habits*. Avery.

■ Identity-based habit formation; the connection between repeated behavior and self-concept is central to Module 5's framing.

Ericsson, K. A., Krampe, R. T., & Tesch-Romer, C. (1993). The role of deliberate practice in the acquisition of expert performance. *Psychological Review, 100*(3), 363–406.

■ *The deliberate practice research underpinning the argument that structured, intentional daily practice — not mere repetition — produces expert performance.*

FOUNDATIONAL WORKS — ACROSS THE WHOLE COURSE

Csikszentmihalyi, M. (1990). *Flow: The Psychology of Optimal Experience*. Harper & Row.

■ *The research on flow states — optimal performance experience — that underlies the attentional and motivational frameworks throughout the course.*

Dweck, C. S. (2006). *Mindset: The New Psychology of Success*. Random House.

■ *Growth vs. fixed mindset; the identity gap work in Module 1 and the learning frame in Module 5 are informed by this research.*

Pennebaker, J. W. (1997). Writing about emotional experiences as a therapeutic process. *Psychological Science*, 8(3), 162–166.

■ *The research basis for structured reflective writing as a tool for psychological processing and behavior change — the foundation for every writing prompt in this course.*

Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. Freeman.

■ *Self-efficacy research that grounds the identity and motivation work; what we believe about our capacity directly shapes our attentional and behavioral choices.*

Neff, K. (2011). *Self-Compassion: The Proven Power of Being Kind to Yourself*. William Morrow.

■ *Informs the non-judgmental framing used throughout — particularly in the Red Head / Blue Head framework and the MBAT practice.*

Wulf, G. (2007). *Attention and Motor Skill Learning*. Human Kinetics.

■ *Ecological psychology research on attentional focus during skill execution; the distinction between internal and external focus underpins process cue work in Modules 3 and 5.*

Grey, R. (2021). *How to Learn Almost Anything in 48 Hours*.

■ *Rob Grey's constraints-led approach to skill acquisition informs how attentional training is framed as an ecological, context-sensitive skill.*

"To study the self is to forget the self."

— Dogen Zenji