

3D DIMENSIONAL COACHING™

COMPANION STUDY GUIDE



HEART

PSYCHOLOGY

FUNDAMENTALS

A resource to enhance learning
for coaches who are taking the
3D Coaching Journey online.

TABLE OF CONTENTS

| | | | |
|-----------------------------------|----|-------------------------------------|-----|
| Introduction | 4 | Module 13: Heart | 61 |
| Tips for Leading Your Small Group | 10 | Module 14: Why Sports? | 65 |
| Module 1: Introduction | 13 | Module 15: The Role of a Coach | 69 |
| Module 2: The Journey Ahead | 17 | Module 16: Sports Culture | 73 |
| Module 3: Motivation I | 21 | Module 17: Great to Good | 77 |
| Module 4: Motivation II | 25 | Module 18: Character | 81 |
| Module 5: Confidence I | 29 | Module 19: Legacy | 85 |
| Module 6: Confidence II | 33 | Module 20: Wisdom | 89 |
| Module 7: Emotions I | 37 | Module 21: Transformational Purpose | 93 |
| Module 8: Emotions II | 41 | Module 22: Selecting 3D Strategies | 97 |
| Module 9: Team Cohesion I | 45 | Module 23: Key Relationships | 101 |
| Module 10: Team Cohesion II | 49 | Module 24: CommModuley | 105 |
| Module 11: Goal Setting I | 53 | Module 25: Make It Happen | 109 |
| Module 12: Goal Setting II | 57 | | |

INTRODUCTION

Throughout the world, sports have become an icon of popularity from the very young to the elderly. With the rise in the popularity of sports, the coach's level of influence has risen with it. Coaches often take on the role of an authority figure whose influence on young people helps shape their value systems and impacts the trajectory of their lives. For many reasons, these value systems are being lost or de-emphasized in society. It is with this premise that we at the 3D Institute are making a concerted effort to encourage and educate the coaching community so they are equipped to meet the demands of our changing sport culture.

Building a Legacy

Coaches have an extremely powerful platform because of the cultural influence of sports. What coaches say, what they do, and how they make athletes feel will often be remembered long after their playing days are over. Coaches will leave a legacy. What will that legacy be?

Transactional vs. Transformational Coaching

A **"Transactional Coach"** is one who uses players as tools to meet his/her professional needs for validation, status and identity. Here are some key indicators:

- Coach's ego hinges on the team's performance
- Coach primarily uses "carrot & stick" motivation: "If you do this, I will give you that (playing time, praise, etc.)"
- Coach trains his/her players to believe that winning is the most important thing
- Coach and his/her athletes' self-worth is often measured by accomplishments

A **"Transformational Coach"** is a one who uses the coaching platform to impart life-changing lessons that can transform an athlete's life for good. Here are some key indicators:

- Coach puts players' needs above his/her own
- Coach is cognizant of the power, position, and platform he/she has in the lives of his/her players
- Coach utilizes his/her position of authority to positively impact EVERY player's life
- Coach examines WHY he/she does the things the way that he/she does them

Transactional coaching is focused on actions. It's all about performance. This coaching style basically communicates, "You are here to help me win, and your level of production determines your worth to the team." Transformational coaching is focused on the person. This coaching style communicates, "I am here as a coach to help you grow not just as an athlete but as a whole person." We call that being a 3Dimensional Coach.

A Foundation of Purpose

To maximize their influence for good, coaches must be clear about why they coach. 3D Coaches seek to develop strategies that help athletes develop holistically. However, for these strategies to be effective, coaches must have a clear understanding of their transformational purpose. This is foundational to effectively using the 3D Coaching framework.

The 3D Framework

The 3D Coaching framework was developed by Dr. Jeff Duke, E.D.d. of the 3D Institute. This simple framework empowers coaches to fulfill their transformational purpose. Utilizing the framework helps them to be intentional about becoming:

- Fundamentally sound (1st Dimension)
- Skilled at coaching the mind (2nd Dimension)
- Focused on developing the heart (3rd Dimension)



The 1st Dimension

In Dr. Duke's doctoral research, he found that approximately 75%-85% of coaches are 1st Dimension coaches only. In other words, for most coaches the primary focus of what is coached/taught with intentionality falls into one of these 8 categories: **strength, power, cardiovascular, speed, quickness, technique, repetition** and **tactics**.

Because the wider sports culture has done such a great job of developing resources to help coaches develop athletes physically, the 1st Dimension is not the primary focus of our 3Dimensional Coaching training. However, we at the 3D Institute want to add our strong affirmation that coaches need to pursue excellence in this dimension if they desire to be a great coach.

The 2nd Dimension

The five greatest 2nd dimension issues that most frequently surface as we train coaches are the issues of how to deal with **motivation, confidence, emotions, team cohesion** and **goal setting** in relation to the 21st century athlete.

Dr. Duke's research shows that only 15-20% of coaches have a clearly defined 2nd Dimension coaching strategy. This leads to a great deal of frustration for coaches because many of the problems they are dealing with are rooted in 2nd Dimension issues. This can largely be attributed to the cultural changes that have taken place over the past generation, and generally speaking, how coaching strategies have not changed with the times.

The 3rd Dimension

Dr. Duke's research shows that a mere 5-10% of coaches have a clearly defined strategy for the 3rd Dimension on their teams. Coaches must understand that having a strategy for the 3rd Dimension is essential today. As the family unit continues to deteriorate in the 21st century, coaches become some of the primary influencers regarding how the following 3rd Dimension attributes are shaped in the lives of their athletes: **Identity, Character, Self-worth, Values, Significance, and Purpose**.

If coaches are not deliberate about defining these attributes in their own lives first, and are not intentional about imparting the right messages to their players, athletes will derive their own understanding of these important issues from the sports culture itself. Because the culture has esteemed winning as the ultimate purpose of sports, if a coach doesn't strategically coach in the 3rd Dimension, athletes will identify all of these attributes in the 1st Dimension. When this happens, athletes often suffer from all of the negative consequences of a false identity that is tied to performance.

Remember, to not coach in all 3Dimensions is by very definition to not help athletes be all that they can be. One dimension will affect the other two. Coaches must develop a 3Dimensional strategy to fulfill their transformational purpose.

Results of 3D Coaching

Research indicates that 3Dimensional Coaches regularly produce athletes who:

- Learn skills quicker
- Work harder
- Recover from injury faster
- Are more adaptable to new conditions
- Play at a higher level
- Learn life lessons through sport

The 3D Journey

Most often, a clear understanding of purpose comes through a journey of discovery. Coaches must seek to understand how outside cultural influences and pressures, along with their own individual experiences, have shaped their understanding of why they coach.

As you embark upon this journey of understanding the 3D framework, you will begin to discern your transformational purpose with clarity. Our online training will guide you through this process and help you create a plan to fulfill your purpose with practical 2nd & 3rd dimension strategies. Along the way, you will make important discoveries that will increase your capacity to effectively coach the 21st century athlete.

Roadmap for the Journey

The 3Dimensional Coaching journey is structurally based on The Learning Circle, the work of Mike Breen and the team at 3D Movements. The Learning Circle provides a “roadmap” for the 3D journey and takes coaches through a process of “rethinking” and “reforming.” Before coaches craft a transformational purpose statement for their coaching, this guided journey helps them “rethink” their cultural assumptions through a process of observation, reflection, and discussion. Then, through a process of intentional planning and establishing accountability, the course helps coaches “reform” their programs by using the 3D framework.

Online Training Overview

The delivery system to take coaches through the 3D journey is web-based and available in two formats. “3Dimensional Coaching” is the standard version that’s commonly used in public universities, public school districts/organizations, and all types of professional development environments. “3Dimensional Coaching+” contains the same core training, but also includes an additional faith-based unit at the end of each module provided by FCA. Because the core training is included in both versions of the course, this Companion Study Guide can be used with either version.

You can register for either version of the 3D course online at: www.3dinstitute.com.

About this Resource

This Companion Study Guide is designed to be used in small group settings by coaches who are enrolled in the 3D course online. As coaches work through the online content individually, this resource provides a convenient place to take notes on each module. After each module is completed, this resource empowers coaches to connect in small groups and process what they have learned before continuing. For tips on how to lead a small group, see page 112.

TIPS FOR LEADING YOUR SMALL GROUP

How to Use this Study Guide

1. Distribute the Companion Study Guide to everyone in the group.
2. Assign the group to watch each week's online training module prior to your meeting.
3. Open the meeting with any necessary introductions.
4. Work through the questions in the Companion Study Guide.
5. Remind the group members to watch the next online training module prior to the next time the group meets.

Guidelines for Discussion

Here are some guidelines for leading the discussion time:

1. Make this a discussion, not a lecture. Resist the temptation to do all the talking. Don't be afraid of silence while people formulate their answers.
2. Encourage everyone to participate. Don't let one person dominate, but also don't pressure quieter members to speak during the first couple of sessions.
3. Affirm people's participation and input. If an answer is clearly wrong, ask, "What led you to that conclusion?" or ask what the rest of the group thinks. If a discussion can't be resolved, offer to research it further.
4. Detour when necessary. If an important question is raised that is not in the study guide, take time to discuss it.

OBSERVE

Module 1: Introduction

PRE-GAME

Log into your online account and watch the following modules:

1.2 – 3D Coaching Backstory

1.3 – The 21st Century Athlete

1.4 – The 3Dimensions

1.5 – Results from the 3D Process

GAME PLAN

The role of the coach has obtained idolized proportions in our society today. Sports, in the American culture, have become an icon of popularity from the very young to the elderly. Up to 50 million adolescents will have participated on an athletic team before

entering their adult years. We spend more time watching, reading, or actively being involved in sport activities than any of life's other discretionary domains. Because of this cultural focus, the coach has become the point person for this societal phenomenon. It's been estimated that one coach will impact more people in one year than the average person does in a lifetime.

WARM-UP

1. At what point in your career did you realize the influence you had on a young person's life?

2. How did that realization impact you?

3. How do you most want to impact the lives of your athletes?

GAME TIME

A 3Dimensional coach Coach realizes the power of the coaching platform to inspire, motivate, and produce positive change in his/hersphere of influence. In the video teaching, Jeff explained that 3Dimensional Coaches Coaches are:

- A. Fundamentally sound
- B. Skilled at coaching the mind
- C. Focused on developing the heart
- D. Clear on their Transformational Purpose

4. Of these four points, in which area(s) would you like to improve in? Why?

5. What are some of your greatest areas of frustration when dealing with 21st century adolescents and their parents?

Although coaching your athletes in all 3Dimensions does NOT guarantee championships, Jeff taught that research shows that you can expect to get a higher performing athlete when you engage them holistically.

6. Why do you think this is true?

3DIMENSIONAL COACHING POINT: "Wellness is the complete integration of body, mind, and spirit - —the realization that everything we do, think, feel, and believe has an effect on our state of well-being." — Greg Anderson

POST-GAME

Once we recognize that people are 3Dimensional beings, we can begin to realize this simple truth: to NOT coach them in all 3Dimensions is by very definition to NOT help them become the best they can be. But remember coaches, this is OUR journey to take first. To help athletes be all they can be, we need to be the best we can be. May each one of us commit to the journey ahead that we might each truly fulfill our transformational purpose as a coach.

Module 1:

NOTES

OBSERVE

Module 2: The Journey Ahead

PRE-GAME

Log into your online account and watch the following modules:

2.2 – Rethinking

2.3 – Reforming

2.4 – The Art of 3D Coaching

2.5 – Framework & Foundation

GAME PLAN

Any real learning that takes place is the result of a growth process, and growth takes time. According to Greek thought, there are two types of time that we experience: *Chronos time* and *Kairos time*. Chronos time refers to chronological time. Kairos time refers to the

moments that often become spiritual markers in our lives. Kairos moments, whether positive or negative, cause us step off of the Chronos timeline for a season and into a process of self-assessment. The journey ahead is designed to foster a Kairos experience that helps us understand the importance of building our programs using the 3D framework on a foundation of purpose. As a result of this journey, we hope to see athletic programs that are established in the 3 prime virtues of truth, goodness and beauty.

WARM-UP

- 1. What has been the most significant Kairos moment you have experienced in life up until this point? What impact did that experience have on your life?**

GAME TIME

Because the Chronos march of time for coaches can be so fast-paced and results oriented, it's easy for us to lose our bearings. Many of us set out at the beginning of our careers on the right trajectory towards healthy objectives, but the win-at-all-costs culture and expectations from others often pressures us down a path that is increasingly transactional. Perhaps now more than ever, we need to be intentional about "pushing pause" and observing where we are currently at, so we can make necessary course corrections to stay on target.

- 2. What has been your greatest "Aha!" moment so far in this course as you've observed where we are as a sports culture?**

3D DIMENSIONAL COACHING POINT: Change only happens as a result of wisdom or crisis. 3D Coaching is an appeal to wisdom.

Observation is a critical first step, but it's only the beginning. The 3D journey ahead will take you through a process of reflection, discussion, planning, establishing accountability, and action. At

the conclusion of this course, you will have a transformational purpose statement that will serve as your foundation, and a 3D framework for coaching to fulfill your stated purpose.

- 3. Why is it important to establish your transformational purpose statement as a foundation for the 3D framework?**

The Greek philosophers often spoke of three prime virtues that were the standard for a flourishing society: truth, goodness, and beauty.

- 4. What is the most beautiful moment you've ever seen in sports?**

- 5. What is the ugliest episode you have ever witnessed in sports?**

3D DIMENSIONAL COACHING POINT: Each act of kindness, forgiveness, generosity, hospitality, empathy, love, and justice moves you one more step down the beautiful path of transformation.

POST-GAME

If we desire to create a beautiful and life-giving experience for kids through the athletic experience, we need to remember that it's "form" that defines beauty. The 3D framework provides a form for all three prime virtues as long as a foundation of purpose has been established in our lives as coaches first. May each one of us embrace this opportunity as a Kairos moment so that we can be sure to leave the legacy we want to leave as a coach.

Module 2:
NOTES

REFLECT & DISCUSS: THE 2ND DIMENSION

Module 3: Motivation I

PRE-GAME

Log into your online account and watch the following modules:

3.2 – Defining Motivation

3.3 – Types of Motivation

3.4 – Stepping In

3.5 – Home Visits

GAME PLAN

MOTIVATION is defined as the inclination to pursue and persist in the journey towards a desired outcome. Extrinsic motivation

occurs when the inclination to pursue and persist is imposed by positive external factors such as scholarships or trophies, or negative external factors like the threat of punishment or coercion. Intrinsic motivation occurs when that inclination is driven by an interest in or enjoyment of the task itself, and exists within the individual rather than relying on external pressure.

In this unit, Jeff outlines the dynamics behind why our current generation of athletes is primarily motivated extrinsically, and begins to help coaches understand how to coach in a way that produces intrinsic motivation in their players.

WARM-UP

- 1. What are the benefits of coaching a team of intrinsically motivated athletes?**
- 2. What are some healthy tactics to use in an effort to produce extrinsic motivation?**
- 3. When you extrinsically motivate your athletes, is it usually positive or negative? Share examples.**

GAME TIME

In the video teaching, Jeff explained that any one of these five evidences may indicate that you have a motivational issue on your team:

- The athlete regularly does not arrive on time for training.
- The athlete's equipment is in poor shape.
- The athlete demonstrates poor time management.
- The athlete is unwilling or hesitant to try something new (skills).
- The athlete doesn't put forth the effort to "memorize."

- 4. Do you see any of these evidences in one or more of your athletes? Discuss.**

Jeff mentioned two common "carrots" that coaches dangle in front of athletes to motivate them extrinsically: scholarships and trophies.

- 5. What problems can these motivational tactics create with athletes, parents, or within the team environment because of the culture of entitlement?**

A simple principle that coaches can enact to help intrinsically motivate players is simply this: step into the athlete's life away from the athletic environment. Jeff concludes this teaching on motivation by making the following statement: "If you want to make the greatest motivational progress in your team this year, you need to visit every athlete for 15 minutes where they live."

- 6. Brainstorm some ideas about what this might look like for your team.**

3DIMENTIONAL COACHING POINT: As a motivational tactic, fear/shame is always a diminishing return. It may work at first, but it won't work for long.

POST-GAME

Remember, the greatest form of intrinsic motivation is love. When relationships are strong, people are motivated to pursue and persist... not because of extrinsic rewards or threats of punishment, but for the sake of the relationship itself. As the leaders of our teams, we need to "go first" and make these simple relational deposits by stepping into their lives, away from the athletic environment.

fosters intrinsic motivational growth in your athletes. The combination of competent "leader-modeling" and capable "peer-modeling" can be a powerful formula to produce intrinsically motivated athletes. Although it will take courage, preparation, and planning to use delegation as an effective developmental tool, delegating authority to the right student-leaders is the most effective way to help them make the transition from being a "peer-modeler" to an intrinsically motivated "self-modeler."

WARM-UP

1. As a coach, is it easy for you to delegate responsibility to others? Why or why not?

GAME TIME

In the video teaching, Jeff explained that there are three different "modeling" behaviors that coaches can implement into their practice plans to help players learn skills and behaviors. The first two can be deliberately controlled by the coach. The third happens as a by-product of the first two, and the result is an intrinsically motivated athlete.

Leader-Modeling: Coach demonstrates skill or behavior (effective)

2. Who are some of the coaches and/or leaders you seek to emulate in your coaching style?

3. What are some of the character qualities or attributes they possess that make them effective "leader modelers"?

Peer-Modeling: Peer demonstrates skill to another peer (more effective)

4. How have you seen "peer modeling" elevate the performance of an athlete or team? What are some specific ways you can incorporate more "peer modeling" into your practice plan?

Self-Modeling: Athlete evaluates his/her own skill level internally (most effective)

5. Why do you think "self modeling" is the most effective way to learn a skill or behavior?

6. How can learning to be a "self modeler" in sport help an athlete later in life?

3DIMENTIONAL COACHING POINT: "Delegating tasks creates followers. Delegating authority creates leaders."—Craig Groeschel

POST-GAME

Ernest Hemingway once said, "The best way to find out if you can trust somebody, is to trust them." Are we willing to trust our players and delegate authority so they can increase their leadership capacity? At the end of the day, that's what coaching is all about: building up the next generation of leaders. But they will never get the chance to truly develop as leaders if we don't provide that opportunity on the practice field. If we can use modeling effectively, it will naturally spill over into the classroom, into the community, and into their homes.

Module 4:

NOTES

REFLECT & DISCUSS: THE 2ND DIMENSION

Module 5: Confidence I

PRE-GAME

Log into your online account and watch the following modules:

5.2 – Skill & Belief

5.3 – Building Confidence

5.4 – Putting Courage In

5.5 – Note Home

GAME PLAN

Confidence may be the most influential psychological contributor to success on the playing field for an athlete or a team. Confidence

can be defined as an individual's belief that he or she has the necessary skills to produce a desired outcome. When confidence is lost, an athlete must continue to work on the fundamentals of physical performance (first dimension). However, issues of belief cannot be fixed in the first dimension alone. This unit helps coaches understand three simple coaching techniques they can implement in a deliberate attempt to help athletes gain or regain confidence.

WARM-UP

1. **Share a story about a time when a lack of confidence drastically impacted the athletic performance of either yourself or of an athlete you have coached. What were some of the contributing factors?**

GAME TIME

In the video teaching, Jeff shared three ways that a coach can intentionally begin to restore confidence in an athlete who is no longer demonstrating belief in his or her skill set.

Performance accomplishments (past successes): The coach should remind the athlete of times in the past when he or she was experiencing success when performing the skill set.

2. **Share some ideas about how you can document current successes that your athletes are having so that you can reference these successes in the future should your athletes lose confidence.**
3. **What are some creative ways to help your athletes remember past successes?**

Vicarious experience (watching similar “others” succeed):

The coach should create opportunities for the athlete to watch peers with a similar ability level succeed at the skill set.

4. **Share some ideas to create these opportunities.**

5. **What are some ways you can use technology to create these types of vicarious experiences for your athletes?**

Verbal persuasion (encouragement from others): The coach should create a team environment where negativity and discouragement are not tolerated.

6. **How do you think the culture's focus on failure and brokenness affects the psyche of your players on the field or court?**

7. **What are some strategies you can implement and enforce to create an atmosphere of encouragement on your team?**

3DIMENTIONAL COACHING POINT: “People thrive on positive reinforcement. They can take only a certain amount of criticism, and you may lose them altogether if you criticize them in a personal way. You can make a point without being personal. Don't insult or belittle your people. Instead of getting more out of them you will get less.” — Bill Walsh

POST-GAME

When you start to use these simple techniques, you will be amazed at what happens to the confidence level of your athletes. Yes, we still need to help them fix technical issues in the first dimension, but the help can't stop there. Be prepared to step into their hearts and help them reclaim the joy that they have lost. You have that kind of influence. You can be the catalyst for renewed confidence in your athletes.

REFLECT & DISCUSS: THE 2ND DIMENSION

Module 6: Confidence II

PRE-GAME

Log into your online account and watch the following modules:

6.2 – Confident Mindset

6.3 – Success

6.4 – Stability

6.5 – Banquet Letters

GAME PLAN

Every training and competitive experience offers information that can either build or harm an athlete's confidence. Optimistic

athletes are taught by a coach how to recognize positive feedback and distance themselves from negative feedback. In this session, Jeff explains the different dynamics of "attribution theory," and how you can drastically impact athletes' confidence levels in all areas of their lives simply by how you coach them on the field.

WARM-UP

- 1. Thinking back on your athletic career as a player, did you have coaches who were great at instilling confidence in you? What impact did that have on your life?**

GAME TIME

When a coach is deliberate about instilling confidence in athletes by reminding them of past successes, by allowing them to watch "similar others" succeed, and by speaking words of verbal encouragement, athletes' confidence will increase. As Jeff taught in this session, a confident athlete believes he or she can perform a skill set whether or not his or her teammates fulfill their responsibilities, and external factors like weather or crowd noise lose their propensity to shake his/her confidence.

- 2. What is your strategy to deal with athletes who are quick to blame others when things go wrong during competition?**
- 3. What are some of the societal factors that contribute towards a "victim mentality" in players today that makes them want to assign blame? How can you teach them otherwise?**

3DIMENTIONAL COACHING POINT: "Individual and team performance is directly related to how an athlete feels about him or herself. Your athletes will learn faster, perform better, and have

fewer practice problems when you, the coach, use techniques to catapult the athlete toward confidence and high self-esteem." — Shawn Byler, Ph.D.

Athletes with a confident mindset will take responsibility for those factors that are under their control (internal attribution), while not blaming themselves or others for aspects of their performance that are beyond their control (external attribution). When this happens, athletes begin to believe their success will generalize to all areas of their lives (global attribution) and even continue into the future (stable attribution).

- 4. Did your experiences as an athlete help or hinder your confidence level later in life when you pursued other endeavors?**
- 5. Who were the people that directly influenced your confidence level as an athlete?**
- 6. What can you deliberately do as a coach to make sure you are building and not harming confidence levels in your athletes?**

3DIMENTIONAL COACHING POINT: Fear is the main emotion that undermines confidence.

POST-GAME

The real beauty of building confidence in the second dimension is found in the long-term nature of its principles. When we help athletes regain confidence, we not only help them improve their performance, but we also give them a blueprint for how they can have confidence in the future. We also model for them how they can instill confidence in others when they take on leadership roles of their own later in life.

Module 6:
NOTES

**REFLECT & DISCUSS:
THE 2ND DIMENSION**

Module 7: Emotions I

PRE-GAME

Log into your online account and watch the following modules:

7.2 – The Matrix

7.3 – Attitude & Effort

7.4 – Playmakers

7.5 – Upside Down

GAME PLAN

Few things like competitive athletics have the ability to put on display the whole range of human emotions. The thrill of victory,

the agony of defeat, and everything in between is regularly felt on fields across the nation and around the world. Although there are many things that cause emotional responses, in sports, emotion is often a response to performance. In this session, Jeff helps coaches understand how emotions can be harnessed to help performance rather than hinder it.

WARM-UP

1. **Share a time as an athlete or as a coach when emotions either positively or negatively affected your ability to play or coach at your highest level.**

GAME TIME

Emotion influences sport functioning physiologically, psychologically, and/or behaviorally. Some of these emotions influence performance positively and some negatively. Pleasant emotions are characterized by the positive descriptions of excitement, joy, exhilaration, etc. Unpleasant emotions are characterized by negative descriptions like frustration, anger, fear, disappointment, and the like. It is important to note that positive emotions don't always lead to improved performance, and negative emotions don't always hurt performance. The "Emotion Matrix" looks like this:

Pleasant - Helpful

Unpleasant - Helpful

Pleasant - Harmful

Unpleasant - Harmful

2. **In your own career, how have you seen the "pleasant-helpful" emotions of excitement, joy, and/or exhilaration help athletic performance?**

3. **Brainstorm some ideas of how coaches can be intentional about creating an atmosphere of excitement, joy, and exhilaration in their programs.**

Remember, not all "pleasant" emotions are helpful to athletic performance. "Pleasant-harmful" emotions like satisfaction and complacency may feel good in the moment, but they can harm an athlete's performance in the following ways:

- Sense of completion (reduces motivation)
- Decreases ability to focus
- Reduces intensity for optimal performance

4. **What are some things you can do to create an environment that reduces these unhelpful emotions as much as possible?**

5. **How can an emphasis on "play" help deter some of the negative side effects that are bullet-pointed above?**

3DIMENTIONAL COACHING POINT: "We are never more fully alive, more completely ourselves, or more deeply engrossed in anything, than we are at play." — John Robinson

POST-GAME

In many ways, these pleasant emotions (helpful and harmful) work against each other. Unfortunately, today's coaching culture can be its own worst enemy. By its very nature, first dimension coaching systematically removes the pleasant=helpful emotions from sports and unknowingly opens the door to a host of pleasant-harmful emotions. For that reason, coaches must be intentional about creating an environment where pleasant-helpful emotions thrive by strategically emphasizing "play" at practice and identifying the joy robbers on the team. When the joy robbers are gone, the team will be reinvigorated.

Module 7:
NOTES

REFLECT & DISCUSS:
THE 2ND DIMENSION

Module 8: Emotions II

PRE-GAME

Log into your online account and watch the following modules:

8.2 – Dealing with Injustice

8.3 – The Toxicity of Negativity

8.4 – Mastering Emotions

8.5 – Fun is Fundamental

GAME PLAN

It should be the goal of every coach to help athletes gain mastery over their emotions so that they can help rather than harm their

athletic performance. This begins with a coach's personal awareness of the emotional response and its effects, and then helping their athletes become aware, take control, and practice responding accordingly. In this session, Jeff helps coaches understand the difference between unpleasant emotions that help performance and unpleasant emotions that hinder performance.

WARM-UP

1. What is the most passionate display of emotions you have ever felt or witnessed as either a coach or as a player?

GAME TIME

Remember, positive emotions don't always lead to improved performance, and negative emotions don't always hurt performance. Coaches and athletes alike can use short-term anger and frustration to fuel their competitive fire. As Jeff mentioned in the teaching, the key for this to be effective is to make sure the negative emotions remain short-term.

2. What "triggers" can you identify that cause you to become frustrated and/or angry as a coach?

3. What is your game plan to ensure that when these "triggers" occur, your anger/frustration remains in the category of the short-term?

It's important to keep a close watch on your effectiveness when it comes to using "unpleasant-helpful" emotions to inspire performance. Using these emotions effectively can help performance in the following ways:

- Increase motivation to clear obstacles

- Elevate intensity (if needed)
- Increase efforts to regain confidence
- Distract athletes from pain

However, be intentional about identifying and reigning in "unpleasant-harmful" emotions like fear, desperation, panic, rage, long-term anger, embarrassment, shame, guilt, distress, and/or sadness. These emotions will not only raise intensity levels too high (hindering technical and tactical execution), but they can cause a complete physical and/or psychological shutdown in your athletes.

4. Have you ever been shamed and/or embarrassed by one of your coaches? How did that affect you?

5. Why do you think the "unpleasant-harmful" emotions listed in the paragraph above are so prevalent in our sports culture?

3DIMENTIONAL COACHING POINT: "Promise to be too large for worry, too noble for anger, too strong for fear, and too happy to permit trouble to press on you." — John Wooden

6. When you are tempted to become angry or frustrated at your team or at an individual, is it typically rooted in a genuine desire to see them improve? If not, what is the root?

7. Would you rather have someone you care about be mad at you or be disappointed in you? Why? What is the difference? Which of these motivates you to improve more?

As a coach desiring to get the most out of your players, frustration will certainly be an emotion that you will experience from time to time. Frustration can quickly become disappointment or anger

depending upon the relationship you have with your players. When the coach-player relationships are strong on a team, showing disappointment might be a better display of unpleasant-helpful emotions than even short-term anger. Anger is one letter short of danger, and can quickly become toxic to your team environment. Even if you have the right to be angry, that doesn't give you the right to be cruel by using unpleasant-harmful emotions to motivate athletes.

8. Can you think of some strategies you can implement to help yourself stay under control when you are feeling frustrated with your athletes?

9. If you see unpleasant-harmful emotions arising amongst your players, how can you redirect those emotions so they don't harm the individual or the team?

3DIMENTIONAL COACHING POINT: "If a person doesn't govern his temper, his temper will govern him."—John Maxwell

POST-GAME

When someone has done something wrong morally or ethically, it's okay to get angry. When someone's rights have been violated, that's when you might need to step in and make a statement. On a practical level though, anger loses its effectiveness once it wears out its welcome, or worse, when it crosses over into rage. That's when athletes begin to shut down and respond with negative emotions themselves. Remember, emotions make great servants, but they make lousy masters. Let's pursue mastery over our emotions and help our athletes do the same!

REFLECT & DISCUSS: THE 2ND DIMENSION

Module 9: Team Cohesion I

PRE-GAME

Log into your online account and watch the following modules:

9.2 – "Me" Culture

9.3 – "Me" to "We"

9.4 – One-on-Ones

9.5 – In the Spotlight

GAME PLAN

When a team becomes unified in pursuit of its goal, it's a beautiful thing. Coaches know how to recognize it when they see it and

feel it, but how can they coach team cohesion with intentionality when the culture shapes athletes to be “me-centered”? In this session, Jeff shares some of the social dynamics that contribute to an entitlement mentality in athletes, and explains how to create an environment where relationships begin to flourish within the team setting.

WARM-UP

Describe the most unified team you have ever been a part of. As a part of that team, what were your primary motives for putting forth your best effort?

GAME TIME

As a social-psychological topic, team cohesion ranks as a very important factor for enhancing both team performance and feelings of satisfaction among team members. In order to understand how this is accomplished, one must understand the different dimensions associated with team cohesion.

Individual-Task

Individual-Relational

Group-Task

Group-Relational

1. Briefly describe what you typically do in your daily practice plan to coach individual-task and group-task.

3DIMENTIONAL COACHING POINT: “A group becomes a team when each member is sure enough of himself and his contribution to praise the skill of the others.” — Norman S. Hidle

To maximize performance as a team, it is important to help your athletes think “we” instead of “me.” While it is true that individual selfishness can destroy team unity, as a coach it is important to recognize and affirm the intrinsic value of each individual that makes up the team. Everyone has a longing to belong to a community. To capture the hearts of your players, it is time well spent to develop a

strategy to coach the individual-relational component of your team just as you have a strategy to coach the individual-task component.

2. Did you have close-knit relationships with the majority of your teammates when you were an athlete? If so, how did that happen?

3. What can you do in your daily practice plan to help your athletes connect better with each other?

4. In what ways do you utilize meals to create team unity? How can you be more deliberate about using team meals to connect your athletes individually?

3DIMENTIONAL COACHING POINT: “Food connects.” — Tim Chester

POST-GAME

In the first dimension, you are responsible for implementing physical tasks that develop the individual and the team unity. But the team will never be truly whole if the individual relationships between the players and coaches are not based on selfless love and mutual respect for one another. When your athletes have “love for one another,” that is when you will know that the team has taken a big step from “me” to “we.”

a plan to work on individual tasks and group tasks. In the last unit we discussed some ideas to develop an individual-relational plan. In this session, Jeff focuses on the final focal point that will help athletes gel together with group-relational unity.

WARM-UP

1. What were some of the things your former coaches did in an effort to create team cohesion? Were they effective?

GAME TIME

Research shows that one of the best ways to create group-relational unity comes from creating opportunities to allow your athletes to serve others together. In the video teaching, Jeff suggested that at least once per year, coaches should orchestrate an opportunity for the team to serve one another or another group in need. In addition, a coach should have an action plan to allow the team to enjoy each other's company away from the sports environment.

2. Can you think of an existing organization with whom you can partner who can provide opportunities for your team to serve others in need? Have you done this before? What was the result?
3. What is your game plan to regularly gather your athletes away from the sports environment so that they can enjoy time together? What have you done before? What was the result?

3DIMENTIONAL COACHING POINT: "Everybody can be great because anybody can serve. You only need a heart full of grace. A soul generated by love." — Martin Luther King, Jr.

As a coach you have incredible influence on your athletes. If you want to create a team full of unified players, it is important that unity is established and modeled in your team's leadership. This includes unity among your coaching staff, and also among your team's athlete-leaders.

4. What do you do as a coaching staff to promote group-relational unity away from the office or practice field?
5. Do you have a plan to unite your captains/leaders on a regular basis away from the locker room? Share some ideas.
6. What opportunities exist to take your captains/leaders and/or coaching staff away for an annual "leadership retreat" of some sort?

3DIMENTIONAL COACHING POINT: "The basic building block of good team building is for the leaders to promote the feeling that every human being is unique and adds value." — Anonymous

POST-GAME

When athletes truly embrace the concept of serving others, it will have a profound effect on team cohesion. Players will bring that attitude of serving into the locker room, onto the practice field, and the to field of competition. They will give a better effort and that effort will be the result of their desire to serve their teammates. But as we learned in an earlier session, this needs to be modeled to be effective. Train your leaders to be peer modelers and watch it impact the culture of the team. It will produce a sense of loyalty that, as Coach John Wooden said, "forges individuals into a team" and "moves towards great achievements."

Module 10:
NOTES

**REFLECT & DISCUSS:
THE 2ND DIMENSION**

Module 11: Goal Setting I

PRE-GAME

Log into your online account and watch the following modules:

11.2 – Outcome Goals

11.3 – Performance Goals

11.4 – Process Goals

11.5 – B.E.E.F.

GAME PLAN

Goal setting is an important aspect of any successful team. Setting goals directs an individual's attention to a task and rele-

vant cues in an athletic environment. Goal setting can also help regulate an athlete's thoughts and emotions. Although goals can be powerful, they lose their power when a hyper-focus is placed on performance and outcomes instead of the process it takes to produce the desired performance and outcomes.

WARM-UP

1. How do you help your athletes/team establish goals? What strategies do you use to help them stay reminded of their individual and team goals?

GAME TIME

While setting goals, it's important to be able to categorize your goals so you can know where to focus your time and attention.

Outcome Goals: The desired result of a competition

Performance Goals: An athlete's actual performance in relation to his or her own standard of excellence

Process Goals: Concerned with how athletes perform particular skills or execute strategies

2. Which of these three types of goals tends to draw the most attention and focus for you as a coach? For your athletes?
3. Are outcome goals and/or performance goals truly controllable? Why or why not?

If we want good outcomes, we need to focus on setting goals around the right PROCESSES that produce the desired outcomes.

As a 3D Coach, it's important to help your athletes establish the right mindset that is focused on the right skill development and proper strategy execution, and trust the results to the process.

4. Give an example of a Process Goal that you can set for the athletes on your team?

5. How do Process Goals empower you to coach your athletes in the moment?

3D DIMENSIONAL COACHING POINT: "Fall in love with the process and the results will come." — Eric Thomas

POST-GAME

While setting goals, keep in mind that Outcome Goals are mostly futile. Everyone wants to win, that's a given! Therefore, don't spend much effort or focus on Outcome Goals. Performance Goals on the other hand do have an important role, because they allow you to measure what needs to be worked on. But only the Process Goals truly empower you to really coach in the moment. Let's be coaches of process. Let's focus on the process and let the outcomes take care of themselves.

Module 11:
NOTES

REFLECT & DISCUSS: THE 2ND DIMENSION

Module 12: Goal Setting II

PRE-GAME

Log into your online account and watch the following modules:

12.2 – Goals vs. Purpose

12.3 – Mindsight

12.4 – One Word

GAME PLAN

Goals are not the same thing as purpose. Goals are powerful because they narrow the focus. But... we need to be cautious with goals because they **NARROW THE FOCUS!** If we don't distinguish between the two, our highest performance goals often become confused with our purpose, and we become overly focused on performance objectives in the first dimension. This leads to transactional coaching. We desire to help coaches be transformational in their coaching practices, which requires that they begin to think about **WHY** they are coaching in the first place.

WARM-UP

1. What are the primary differences between goals and purpose?

GAME TIME

"Mindsight" is a term coined by Dr. Dan Siegel to describe our human capacity to perceive the mind of the self and others. In his 2011 book, "InSideOut Coaching: How Sports Can Transform Lives," coach and author Joe Ehrmann applied this concept specifically to coaching and crafted four mindsight questions that will help coaches discover their transformational purpose. Discuss these four questions with your group.

2. Why do you coach?

3. Why do you coach the way that you coach?

4. How does it feel to be coached by you?

5. What is your definition of success?

3DIMENTIONAL COACHING POINT: "Your vocation in life is where your greatest joy meets the world's greatest need." — Frederick Buechner

As important as goals are to an athletic program, it's important to keep in mind that goal setting is a second dimension function,

not a third dimension function. If all we do is focus on goals, or allow our athletes to solely focus on goals, it will narrow our focus to the point where we lose sight of the more important things in life. We can't allow ourselves to get so caught up in chasing our performance goals that we, in turn, work contrary to our purpose.

6. Share an example of how pursuing a specific outcome goal could actually be in opposition to your higher purpose in life.

POST-GAME

Remember, goals are events in time that will eventually become a piece of history. If we pay no attention to purpose, goals will eventually leave us looking in the wrong direction. Goals are important for success, but no amount of achievement will ever fulfill our deepest longings for significance. Only right relationships can do that.

Module 12:
NOTES

REFLECT & DISCUSS: THE 3RD DIMENSION

Module 13: Heart

PRE-GAME

Log into your online account and watch the following modules:

13.2 – Holism

13.3 – Second Nature

13.4 – Understanding

13.5 – Aligning the Sails

GAME PLAN

We all know there is more to a person than just the physical. We are three-dimensional beings, and all three dimensions are intricately connected. If a coach wants to get the most out of his or her

players, it is important to have a plan to coach in all three dimensions. Neglecting to coach in any one of the three dimensions will equate to getting less than the best from our players. If a coach wants to be effective at coaching in the third dimension, level three issues such as identity, character, value, purpose, self-worth, and significance must first be addressed in his or her own heart first.

WARM-UP

1. Share a time during your athletic career when you were required to learn a skill that felt very unnatural and hard to execute.

2. Did you ever become effective at executing that skill?

3. How did you overcome the initial difficulty of performing that task?

GAME TIME

Good first-dimension coaches can transform an athlete's first nature and give them a second nature when it comes to performing physical tasks. For example, it may not be natural (first nature) for a young basketball player to keep his or her elbow in while shooting the ball. Through good coaching, however, it can become natural (second nature). In the video teaching, Mark reminded us of how it's also possible to give athletes a second nature in their minds by employing second-dimension coaching strategies.

4. Briefly share a time when you helped an athlete attain a second nature on a second-dimension issue like motivation, confidence, emotions, or team cohesion?

Just as a person's first nature can be transformed physically and mentally, the same is true when dealing with issues that fall into the level three category of the heart. However, before heart transformation can be imparted to athletes, it must first be possessed by a coach who has started the journey of transformation himself or herself.

With the ever-increasing societal influence of sport, coaches are granted an unprecedented power of influence. The direct impact is most succinctly felt amongst the coach's team members, but their influence also reaches into the peripheries of all who participate as supporters, boosters, parents, fans, officials, administrators, vendors, etc. Two of the most powerful words in the English language are, "Coach says." This however comes with a warning: "Great power requires great CHARACTER for that to be a blessing and not a curse."

5. How do you define character?

6. What are some strategies that coaches can use to strengthen their own character and be accountable to live out before they seek to teach it?

3DIMENTIONAL COACHING POINT: "We dare not be tour guides to a land we haven't been to." — Mark Hull

POST-GAME

Coaches possess a real power to influence the masses because of their positional power to control sport. As our societal love affair with sport continues to increase in scope, we as a culture desperately need coaches to define their purpose and lead the multitudes down the path of transformation... in all three dimensions. But remember, we can't give what we don't have. This is our journey to take first.

Module 13:

NOTES

REFLECT & DISCUSS: THE 3RD DIMENSION

Module 14: Why Sports?

PRE-GAME

Log into your online account and watch the following modules:

14.2 – The Spice of Sport

14.3 – The Readiness Principle

14.4 – Skill Development

14.5 – Tag, You're It!

GAME PLAN

Whether we are talking about a flower, an athlete, or a nation, understanding is the basis of care. If we are going to properly care

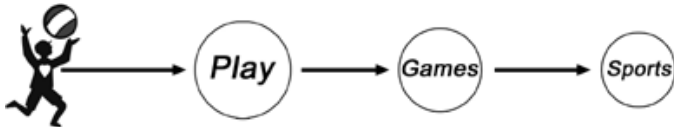
for something, we must properly understand the purpose for it. In our transformational journey of learning how to properly care for the athletes entrusted to us, we must also understand the purpose of sport itself.

WARM-UP

1. **Would you describe the current sports culture as healthy or unhealthy? Why?**
2. **What do you believe needs to happen for sports to be all that they can be in the lives of participants?**

GAME TIME

Mark taught that sport finds its home in a larger circle called "games," and "games" finds its home in a larger circle called "play." The purpose of play is to engage our whole beings: body, mind, and spirit. Play is marked by joy and wonder, which has the ability to capture our imagination and our effort. The desire to play seems to be hard-wired into every human heart.



3. **What were your favorite things to play as a kid? Describe your attitude and effort when you were engaged in that activity.**

4. **What role did competition play in your enjoyment of that activity? When did it make your experience better? When did it make it worse?**

3DIMENTIONAL COACHING POINT: "Men do not quit playing because they grow old; they grow old because they quit playing." — Oliver Wendell Holmes, Jr.

Like spices on food, competition should enhance our play to new levels of enjoyment and satisfaction. When played right, there is nothing like sport that engages our whole beings. Unfortunately, too often sport is robbed of its beauty when "the spice of sport" (competition) becomes the primary purpose of sport. Remember, if ALL we do is indulge in the "spices," it will equate to dis-ease (disease) in sport.

5. **Share a story where an unhealthy display of competition robbed the beauty and goodness of sport.**
6. **Use your imagination and describe how that story could have been told if it were a healthy display of competition.**

3DIMENTIONAL COACHING POINT: "Imagination is everything. It is the preview of life's coming attractions." — Albert Einstein

In the video teaching, Mark offered these "cautions" as they pertain to exposing kids too early to too much competition:

1. **Competition places an emphasis on strategy, often at the expense of skill development.**
2. **Competition amps up the price of the mistake, therefore slowing the learning curve.**
7. **Agree or disagree? Why?**

8. Do you think kids are exposed to too much competition these days? Why or why not?

POST-GAME

It's easy to look at the current culture of sport and diagnose it as "dis-eased" or "unhealthy" in many ways. As 3D Coaches, we should be those who are working to restore health and wholeness to sport. For this to happen, we must remember the power of the "play instinct" in kids. Let's let the imaginative process take care of itself in our kid's sports and keep the joy and wonder of the journey going as long as possible.

**REFLECT & DISCUSS:
THE 3RD DIMENSION**

Module 15: The Role of a Coach

PRE-GAME

Log into your online account and watch the following modules:

15.2 – Defining "Coach"

15.3 – Where Are They?

15.4 – Give and Grow

15.5 – Right to Dream

GAME PLAN

The role of the coach in our culture has reached new levels of significance over the past two generations as the popularity of sport

has continued to increase. Coaches are not only helping athletes develop on the fields, courts, and tracks, they are also helping athletes develop an outlook on life that will likely shape their decision-making process in the future. In this session, Mark helps coaches see the importance of their role in the lives of young people by shedding light on “where they are,” and gives some guidance for “where we need to take them.”

WARM-UP

1. How do you define the word “coach”?

GAME TIME

The original definition of a coach from the 1500s explains that a coach is a “covered carriage that takes a person of importance from where they are to where they want to or need to go.” As coaches, this should cause us to ask two primary questions: Where are they? Where are we taking them? It’s important to realize that coaches are picking athletes up at earlier ages than ever before. We need to think carefully about how this affects them in all three dimensions.

2. How many competitions a year do your athletes compete in as compared to how many you experienced as an athlete?

3. What are the benefits in the first, second, and/or third dimensions? What are the negative consequences in the first, second, and/or third dimensions?

4. What are you doing to ensure that they are receiving enough time to recover?

5. What is the highest performance goal in sports you have ever achieved? How long did the satisfaction of achieving that goal last?

Tom Landry liked to define a coach as someone who could get you to do what you don’t want to do in order to attain what you do want to attain. This is a great definition of good coaching when it comes to improving athletic performance. However, for this definition to be helpful beyond first-dimension objectives, a coach needs to understand for himself/herself the right things to be striving to attain in life, and then help athletes to do the same.

6. What is something specific, outside of sports, that you hope to attain?

7. What is something you have to sacrifice in the present that will help you attain that desire in the future?

3D DIMENSIONAL COACHING POINT: “The measure of our sacrifice is the measure of our love.” — English Proverb

POST-GAME

As a 3 Dimensional Coach, no matter where you are picking up athletes in their sports journey, it is important to keep moving them towards an understanding that their purpose in life is greater than their performance goals in sports. If athletes are not clear on their purpose, when temptations arise to attain their goals in harmful ways, it will be easy to disregard the consequences and seize the opportunity to reach their goal, regardless of the cost. The same is true for us as coaches. Let’s model the way.

Module 15:
NOTES

**REFLECT & DISCUSS:
THE 3RD DIMENSION**

Module 16: Sports Culture

PRE-GAME

Log into your online account and watch the following modules:

16.2 – Healthy Competition

16.3 – Pressure

16.4 – Compass & Fuel

16.5 – Striving Together

GAME PLAN

The jury is out and the verdict is in! Reliable research has conclusively shown us that sport, left to itself, erodes moral character

in the lives of competitive athletes. However, other evidence has surfaced to show us that sport presents an incredibly powerful opportunity to pass on meaningful life lessons to athletes if a coach is deliberate about teaching and modeling moral character. In this session, Mark discusses how the incredible pressures that are found in sport today will conform and deform our moral character if we are not intentional about pushing back against those pressures.

WARM-UP

1. In your opinion, what's the best part of competition? What's the worst part of competition?

GAME TIME

John Wooden said, "Success comes from knowing that you did your best to become the best that you are capable of becoming." When competition rightly fulfills its function in sport, it truly does make our games better and helps us to become the best version of ourselves. A healthy expression of competition challenges all participants to maximize their potential and raise their level of performance to new standards of excellence. For this to happen, we need to remember the origin of the word "competition." Competition is derived from the Latin word *competere* defined as "a coming together to agree; to strive together."

2. How does this definition of competition differ from what you commonly experience in sport?
3. Do you believe that this understanding of competition positively or negatively affects the sporting experience? Why?

3DIMENTIONAL COACHING POINT: "Success comes from knowing that you did your best to become the best that you are capable of becoming." — John Wooden

The pressure we feel as coaches to win, or to help get athletes to the "next level," can be very conforming if we don't learn to push back against that pressure. In this performance-based culture, that pressure bears down on our athletes as well. Oftentimes, that pressure pushes all of us in the direction of making poor choices for the sake of short-term success.

4. What are the conforming pressures in sport that you primarily feel as a coach? How do you push back against those pressures?
5. The Hahm-Beller Values Choice Inventory came to the conclusion that "sport, left to itself, erodes moral character." What is your reaction to these findings? Why?

While it is true that sport develops social attributes like perseverance, teamwork, dedication, the ability to work hard, etc., it is also important to realize that these types of attributes are amoral. In the teaching, Mark described them as "fuel" rather than "compass." These attributes will help us achieve goals, but this is only positive if the goals we set are morally good and worth striving to achieve.

6. What do you use as a moral compass?
7. What gives you confidence that your compass is pointing you in the right direction?

3DIMENSIONAL COACHING POINT: "There's harmony and inner peace to be found in following a moral compass that points in the same direction regardless of fashion or trend." —Ted Koppel

POST-GAME

Our experience in sport is shaping us in a certain way. The sport experience will naturally produce "performance character" in us that will fuel and propel us in a certain direction. It's up to each one of us to determine which direction we will go. As we establish a "true north" for our coaching, may the golden rule be a guide for each of us. May we always treat others as we want to be treated, and do for them what we would want them to do for us.

REFLECT & DISCUSS: THE 3RD DIMENSION

Module 17: Great to Good

PRE-GAME

Log into your online account and watch the following modules:

17.2 – Choosing Goodness

17.3 – Creating Beauty

17.4 – Pursuing Excellence

17.5 – The Lunch Room

GAME PLAN

Coaches are always striving to create great programs that yield success on the athletic fields and courts. As 3Dimensional

Coaches, along with our desire to succeed in sports, we have a desire to create programs that transform lives as a result of the athletic experience. In order for this to happen, we must evaluate the different aspects of creation that go into building our programs. When it comes to character development, the attributes of **greatness** refer to the *performance* character (hard work, perseverance, teamwork, etc.), and the attributes of **goodness** refer to moral character (i.e. love, justice, kindness, honesty). As 3D Coaches, we need to focus on both.

WARM-UP

1. Share some examples of sports figures or leaders from world history who demonstrated attributes of “greatness,” but didn’t use them for “good” purposes.

GAME TIME

As the creators of our sports programs who are molding the lives of athletes, we need to remember that coaching is as much of an art form as it is a science. As artists, it's important to understand the categorical differences between good and great.

2. What are some of the similarities between a coach and an artist?

3. In what ways does the program you are creating resemble a work of art?

3DENSIONAL COACHING POINT: “Do your little bit of good where you are; it's those little bits of good put together that overwhelm the world.” — Desmond Tutu

Sport helps develop attributes of greatness that will help us accomplish many things in our lives; but remember, greatness without goodness can become diabolical if that “fuel” propels us in the wrong direction. However, it is equally as important to remember that goodness without greatness is powerless and impotent.

4. Would you say that the current sport culture trains athletes to use their “greatness” to serve others or serve themselves? Why?

5. Do you have a plan to teach your athletes to serve others? If so, please share.

One of the best ways you can serve your athletes is to take on the role of a “restoration artist” in their lives. A restoration artist works to restore the original beauty of a priceless masterpiece after it has been damaged. Every human life is a priceless masterpiece, but we all get marred by the effects of a transactional culture.

6. What are some practical ways that you can teach **GOODNESS (moral character)** to your athletes?

3DENSIONAL COACHING POINT: “This world is but a canvas to our imagination.” — Henry David Thoreau

POST-GAME

Keep in mind, the attributes of greatness refer to the *quality* of our work, and the attributes of goodness refer to the *essence* of our work. Let's stay encouraged to coach greatness AND goodness in an effort to properly form our athletes' character. This powerful combination equates to the creation of something beautiful in the lives of the participants and in the arena of sport itself.

NOTES

REFLECT & DISCUSS: THE 3RD DIMENSION

Module 18: Character

PRE-GAME

Log into your online account and watch the following modules:

18.2 – Unlocking the Good

18.3 – Perseverance

18.4 – Great Expectations

18.5 – More Level 3 Strategies

GAME PLAN

As 3Dimensional Coaches, if we want to unlock the hidden treasures of the good and the great to produce beauty in sports, we

must learn to harness the power of love in our programs. There is nothing like love that will motivate us to pursue and persist towards a goal with a great attitude and effort. In this session, Mark helps us to understand a clear definition of love and what role it plays in helping athletes embrace trials. By learning to love your athletes and by teaching them to love each other, every trial can become like a laboratory that produces perseverance, proven character, and hope in the future.

WARM-UP

1. **What is something that you have done for a family member or close friend that you wouldn't likely even consider doing for anyone else? What was the difference?**

GAME TIME

In the video teaching, Mark shared the idea that the most powerful motivating force in the universe is the force of love. As coaches who seek to tap into this motivating power, it is important to have a good functional definition of the type of love that is being referred to.

Love: Sacrificial giving for the benefit of others

2. **How does this definition of love apply to motivation and perseverance? Why?**
3. **What are some ways you can help your athletes understand love in this way?**

3DIMENTIONAL COACHING POINT: "Courage is not simply one of the virtues, but the form of every virtue at the testing point." — C.S. Lewis

In sports and in life, trials will most certainly come. Part of our job as coaches is to put our athletes in trying situations during training (present) so they will be prepared for these situations during games (future). A hope for success in the future gives them power to persevere in the present. If there is no hope in the future, then trials can quickly produce discouragement, division, dissent, and despair. Mark shared that a coach who is intentional about creating an environment of love and encouragement can help athletes attain a hope in the future that will empower them in the present.

4. **What can you do to speak hope to the athletes on your team who may never get to play in a game? Why should they stay on the team?**
5. **For the athletes that receive ample playing time, what can you do to make sure their hope in the future extends beyond their playing days?**

3DIMENTIONAL COACHING POINT: "Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, ambition inspired, and success achieved." — Helen Keller

POST-GAME

If we desire to be 3Dimensional Coaches, we must be able to have a transcendent view of the trials and adverse circumstances we face. Without a conscious effort to keep the bigger picture in mind, every trial through a sports season can feel like a life and death situation because of the pressurized culture to win at all costs. If we lose hope, that will quickly transfer to our players. By creating an encouraging team environment that is rooted in love, we can help athletes gain confidence that their ability to persevere in sports will give them the proven character necessary to persevere in life's trials when they arise in the future.

Module 18:

NOTES

PLAN

Module 19: Legacy

PRE-GAME

Log into your online account and watch the following modules:

19.2 – The Funeral Topics

19.3 – The Force of Love

19.4 – Forecast Your Legacy

GAME PLAN

All that truly matters in the end are the “funeral topics.” What do people talk about at funerals? Relationships and a (transcendent) cause. The deceased are remembered for who they loved, who they allowed to love them, and the cause(s) they gave their lives to that were greater than themselves. To leave the legacy we desire as coaches, it’s important to start thinking about these two issues now so we can act accordingly. If coaches want to maximize their impact, they must be intentional about the funeral topics.

WARM-UP

1. How would you define the term “legacy”?

GAME TIME

A eulogy is a speech or piece of writing that highly praises someone or something, typically someone who just died or recently retired. A eulogy is an opportunity to reflect upon a life lived and highlights the character and passions of the subject at hand.

2. If you could write three sentences that were to be read at your funeral, what would they be?
3. In three sentences or less, what are the types of things that you hope your family and friends will say about you at your funeral?
4. In three sentences or less, what are the types of things that you hope your former players will say about you at your funeral?

Reflecting on the end of our lives and what really matters can be a jarring experience. What kind of legacy will we leave? What are the things of ultimate importance? What has truly lasting significance? In one word, the answer is love. Love is what gives meaning to life.

5. Think of a loved one in your life who has passed away. Share a memory or life lesson that you have learned from their legacy.

3DIMENTIONAL COACHING POINT: The benefit of death is that it reminds us how to live life.

POST-GAME

Perhaps the greatest thing about the coaching profession is that it affords us the opportunity every day to pour ourselves into the “funeral topics” while doing something we love. Every day we have a set of relationships that can be nurtured, and we can give ourselves to the cause of positively shaping the lives of the next generation. As we go forward in our coaching, may we always remember the “funeral topics” so we can effectively leave the legacy we want to leave.

Module 19:
NOTES

PLAN
Module 20: Wisdom

PRE-GAME

Log into your online account and watch the following modules:

20.2 – Foresight

20.3 – Visionary Restraint

20.4 – Core Values

GAME PLAN

Wisdom is the ability to see the end result of present action. If we want to live a life that's marked by wisdom, it's important to first gain a preferred vision of the future. This is why we wrote our eulogies in the last session. Now it's time to begin to formulate a plan for everyday living so we can make sure to end up where we want to go. If we can look with foresight towards a preferred vision of the future, we can seek to identify the core values that will help us stay on track in the present.

WARM-UP

1. What/who are your greatest sources of wisdom?
2. How can you be more intentional about seeking wisdom in your life?

GAME TIME

Michael Josephson is one of the nation's most respected speakers and consultants in the field of ethics and character. He holds a special expertise in the area of ethics and character in schools and in the workplace. Josephson once said, "Coaches are often the most influential adults in the lives of youngsters and adolescents. What they say and don't say, do and don't do – on and off the field – sends a message about values and reveals something about the coaches' priorities and character. Thus, coaches must always ask themselves, "What message am I sending?"

3. Do you agree or disagree with Josephson's observation? Why?
4. If this statement is true, what are some of the primary opportunities you have as a coach to use your influence for good?

3DIMENTIONAL COACHING POINT: "Everything a coach says or does sends a message about values." — Michael Josephson

Identifying our personal core values is important because they are there to guide our choices and behaviors in everyday life. They act as guardrails to keep us on track and headed in the right direction.

It's important to limit our list of core values to three or four so they can be easily remembered. The core values you select will serve as the backbone to your Transformational Purpose Statement when we write those in the next session.

5. What are your highest three or four core values? Why did you select these?

3DIMENTIONAL COACHING POINT: "Your inner strength is your outer foundation." — Allan Rufus

POST-GAME

In every sport, it's essential for athletes to develop CORE strength so that sport skills can be performed more efficiently. When athletes increase their core strength, they increase their **stability**, increase their ability to **transfer energy** between muscle groups, and increase their **power output**. As a parallel, coaches need to increase the strength of their CORE VALUES to maximize the positive effect of their influence. In so doing, we will model **stability** in life, **energize** our athletes with the right messages, and leave a **powerful** legacy in the lives of those we coach.

Module 20:

NOTES

PLAN

Module 21: Transformational Purpose

PRE-GAME

Log into your online account and watch the following modules:

21.2 – Formula For Change

21.3 – Be the Change

21.4 – Purpose Statement

GAME PLAN

If a coach understands his/her PURPOSE in coaching, and has that purpose statement in writing, that statement can act as a filter for every interaction and activity that takes place within the athletic program. When this happens, sport moves beyond the realm of merely EXTRA-curricular and has the opportunity to become CO-curricular because of the life lessons taught by the coach. A transformational coach essentially extends the classroom time for two to three hours a day, all by the way he or she coaches.

WARM-UP

1. Share an example of how your purpose statement can help sport become more co-curricular.
2. How can a Transformational Purpose Statement serve as a “filter” or “governor” for the various activities of your program?

GAME TIME

A Transformational Purpose Statement is only useful if it truly serves us in our day-to-day interactions and activities. To maximize its effectiveness, the first step is to commit it to writing. Towards that end, coaches should remember these four “be’s” in the crafting of their Transformational Purpose Statements.

3DIMENTIONAL COACHING POINT: Commit your transformational purpose to memory so it can be immediately accessed at any time.

- A. **Be Authentic:** This is your personal statement. Don't write what you think you're supposed to say, rather write something that you will actually use as a filter for how you run your program.
- B. **Be Brief:** Try to write a single sentence that contains 25 words or less so you can easily remember it.
- C. **Be Deliberate:** What relationships matter to you the most? What is the cause you are giving yourself to? Be intentional about using words that will remind you of these two important issues.
- D. **Be Structured:** Think verb, target, outcome. The verb describes how you most successfully interact with people according to your gifting. The target is the set of relationships you hope to impact. The outcome is the transcendent cause you are after, and should incorporate your highest core values.

3. Share your Transformational Purpose Statement.

4. How and why did you choose the verb and target that you did?
5. How are your highest core values represented in your purpose statement? How can this statement help you stay reminded of them?

Once we have our purpose statement committed to paper, we can now begin to work on committing it to memory. It's important to have it memorized so that we can easily access our “why” in the heat of competition. If we don't remember our “why” and act accordingly when the pressure mounts, it loses all of its power. At best, all we have is a meaningless “slogan.” At worst, we play the part of hypocrite.

6. What are some ways that you can keep your purpose statement in front of you on a daily basis?

3DIMENTIONAL COACHING POINT: “When first things are put first, second things are not suppressed but increased.” —C.S. Lewis

POST-GAME

A primary purpose of a Transformational Purpose Statement is to help us stay reminded of the funeral topics: relationships and our transcendent cause. A transcendent cause can be simply understood as a cause that is bigger than ourselves. As 3D Coaches, let's commit to memorizing and keeping within view our written statement so it can serve as a constant reminder to keep first things first.

NOTES

PLAN

Module 22: Selecting 3D Strategies

PRE-GAME

Log into your online account and watch the following modules:

22.2 – The Coach's Edge

22.3 – To and Through

GAME PLAN

Once coaches understand their WHY, they can begin to define the HOW and the WHAT. Once the foundation of WHY is in place, coaches can begin to “flesh out” the 3D framework by selecting the various level two and three strategies that will help them fulfill their transformational purpose.

WARM-UP

- 1. How has learning the 3D framework impacted the way you think about structuring your program?**

GAME TIME

There are many great programs, resources, applications, and strategies that have been developed to help coaches maximize their influence and help athletes maximize their potential. 3D Coaching provides a simple common language that coaches can speak and provides a simple framework that helps coaches see how many of these great resources fit within their program.

2. In sports, why is it important that all of the team members share the same common language? Give examples.

3. What happens to production and efficiency when a common language is shared?

Remember, 3D Coaching is not a “program,” it’s a framework. It’s not a “product” that sits on a shelf... it IS a shelf! Understanding 3D in this way means that there is no “shelf life” to 3D that will someday expire. No, as a “shelf” itself, 3D remains relevant for the duration of your entire coaching career. Although the various programs, resources, applications, and strategies will change as the needs of the culture change, the framework itself remains intact.

4. What are some of the best resources you have found to help you coach the first dimension?

5. What are some of the best resources you have found to help you coach the second dimension?

6. What are some of the best resources you have found to help you coach the third dimension?

3DIMENTIONAL COACHING POINT: “If your outgo exceeds your income, then your upkeep will be your downfall.” — Bill Earle

The quote above was given in the context of money management, but it’s truth can be applied across the whole spectrum of life. We need to stay reminded of this simple truth because so much about our modern life is designed to keep us busy in our pursuit of progress/success that it causes us to neglect our own souls. We can’t give what we don’t have. When it comes to the third dimension, we need to make sure that we have “TO” strategies to keep our own hearts full, and then “THROUGH” strategies so we can pour into the hearts of athletes out of the overflow.

7. What do you do to make sure YOUR HEART is full of that which you hope to pass on? Be specific.

8. How can you be more intentional about caring for your own heart first?

POST-GAME

We cannot impart that which we do not possess. We can’t give away what we don’t already have. We can’t be transformational without first being transformed ourselves. As we move forward in our coaching careers, may we take this 3D framework with us. It will help us stay reminded of the “three shelves” and will give us eyes to look for great resources to help us continually grow, especially in the third dimension.

Module 22:
NOTES

ACCOUNTABILITY & ACT

Module 23: Key Relationships

PRE-GAME

Log into your online account and watch the following modules:

23.2 – Mentoring

23.3 – Accountability

23.4 – Accountability Structure

GAME PLAN

Too often, even our best intentions are thwarted by a failure of the will. Remember, the will is a function of the heart, so if we want to follow through on this plan we've created, we need to have strategies for our own hearts first. One of the very best Level 3 strategies for our OWN hearts is to intentionally enter into mentoring and accountability relationships. Remember, we cannot impart what we do not first possess.

WARM-UP

1. How would you define accountability?

2. How important is accountability in the process of change or growth? Why?

GAME TIME

If we truly want to maximize our impact and legacy as coaches, there are two key mentoring relationships that each of us should have. We need to HAVE a mentor, and we need to BE a mentor.

3. Do you have a mentor? Who is it? Is it a formalized relationship? Why or why not? How often do you meet?

4. Are you a mentor for someone else? Who is it? Is it a formalized relationship? Why or why not? How often do you meet?

3DIMENTIONAL COACHING POINT: "Mentoring is a two-way street. You get out what you put in." — Steve Washington

The more deliberate you are in your mentoring relationships, the more powerful they will be. Here are some keys to success as you seek to create this layer of accountability in your life and in your coaching:

- Set clear expectations
- Formalize the relationship
- Keep things confidential

- Maintain mutual trust
- Schedule regular meetings
- Stay open and honest

5. Off the previous list of bullet points, which do you think are the most important? Why? Which areas can be improved upon in your existing mentoring relationships?

We need to HAVE mentors, those that are further down the path that can pass on wisdom and perspective to us. We need to BE mentors and help someone else on the journey who is coming behind us. But we also need some traveling companions. We need to identify some people who are at the same stage on the journey as we are, and can act as accountability partners in our lives. It's important to have people who will challenge us with hard questions and encourage us to persevere in our quest to leave a legacy.

6. Do you have any accountability partners? Who are they? Are they formalized relationships? Why or why not? How often do you meet?

3DIMENTIONAL COACHING POINT: "Accountability is the glue that ties commitment to results." — Bob Proctor

POST-GAME

Commitment is a huge part of a coach's or athlete's life if he/she wants to be successful. While a commitment can be made in a moment, keeping that commitment all the way until the goal is achieved or the purpose is fulfilled is an ongoing journey. Being accountable to others is critical, so let's make it happen and help each other persevere in fulfilling our transformational purpose.

2. Does a sense of “belonging” to a community help provide accountability to an individual? Why or why not?

GAME TIME

The word “community” comes from the Latin word “*communitas*.” Com means “with” or “together” and the root word *munus* means “gift.” The word community literally means “to gift one another.” As 3Dimensional Coaches, we should strive to create an environment where individuals gift to one another a basic need that ALL of us have... the need for authentic community.

3. Generally speaking, do you think kids today are experiencing healthy community? Why or why not?

4. What do you believe are the essential elements of a healthy community? How can those be made manifest in your team?

Moving from adolescence into adulthood does not eliminate our need to belong to a thriving community. Though coaches are constantly surrounded by people, it can still be a very lonely profession. It's important for us to seek out community for ourselves as well. If we don't, as the study outlined below makes clear, the consequences can be dire.

Harvard Study of Adult Development

- 75-year study of the lives of 724 men and more than 2,000 of their children
- **Conclusion:** Good relationships and a sense of belonging to community keeps us happier and healthier while isolation leads to declining health and earlier death.

5. Why do you think that the experience of prolonged isolation leads to declining physical health at earlier stages in life?

6. Is your work environment or team the only source of community in your life? What other sources do you have?

7. Do you think it's important to belong to a thriving community that is outside of your work or sporting environment? Why or why not?

3DIMENTIONAL COACHING POINT: There's a universal human “longing for belonging”—a desire to feel welcomed, respected, appreciated, and validated for our INHERENT worth and value.

POST-GAME

Our work environments and the programs we are building can and should be great sources of community in our lives. But, it is also healthy to seek to connect to a community outside of the sporting environment as well. We need a place to go where we are known, not primarily as “COACH,” but by our first name. Not merely for what we do, but for who we are as unrelated to sport. With this type of intentionality, we can be sure to lead our families well and model for our players that we DO actually have a life beyond the game.

Module 24:
NOTES

ACCOUNTABILITY & ACT

Module 25: Make it Happen

PRE-GAME

Log into your online account and watch the following modules:

25.2 - A New Trajectory

25.3 – Community Impact

GAME PLAN

We've been on a journey of *observing* the cultural landscape of sports. We've *reflected* and *discussed* second and third dimension issues and gained a better understanding of the 3D framework. We've been through a *planning* phase where we wrote our purpose statements and selected strategies to fulfill them. Hopefully, we've all begun to do the work of establishing *accountability* in our lives to empower us to follow through on our plans. Where does that leave us? It's time to ACT.

WARM-UP

- 1. What was the most valuable thing you got out of taking this course?**

GAME TIME

It's game time. It's time to put what you've learned into action. As you re-enter the CHRONOS timeline, we believe that this KAIROS journey you've been on will send you forth on a brand new trajectory that leads to creating "pockets of beauty" in sports. Remember, the role of beauty is to ATTRACT. May the beauty of how we coach attract fellow coaches, athletes, parents, fans, and all whom we influence to follow us on this transformational journey.

2. What excites you the most about the potential of 3Dimensional Coaching?

3. Do you believe that 3Dimensional Coaching can impact an entire community? Why or why not?

3DIMENSIONAL COACHING POINT: "Be faithful in small things because it is in them that your strength lies." — Mother Teresa

Because the potential for a coach's impact is so huge, it can be overwhelming to think about. It's important to remember that it's not our job to solve all of the world's problems. Our job is to just simply be faithful to our transformational purpose in our sphere of influence, and to do it with consistency. It's this kind of simple faithfulness, over a long period of time, that adds up to a huge impact.

4. Give an example of how being faithful in small things has added up to a great impact over time.

The finish line of this online 3D journey really just serves as the starting line for a lifelong pursuit of excellence in coaching. As we move forward on this new trajectory, let's stay reminded of the "R" column in the formula for change (Unit 21.2). "R" stands for resistance, and resistance refers to people. In this column there are those who stop change from happening, those who

allow change to happen, and those who will MAKE it happen. Let's MAKE IT HAPPEN by staying faithful to truth, goodness, and beauty over the long haul. In so doing, we will create a legacy of impact in the lives of not only the athletes we coach, but in all whom they influence in the community and beyond.

3DIMENSIONAL COACHING POINT: "One coach will impact more people in one year than the average person does in a lifetime." — Billy Graham

POST-GAME

As we embark upon this new trajectory in our coaching, may we always remember that if we want the best for our athletes, we must first want the best for ourselves. We must become whole if we want to truly affect our athletes for good. Let's stick together and help each other push back against the conforming pressures that come from a broken sports culture. Let's stay connected and encourage each other to "make it happen." Let's be faithful to live out our 3Dimensional strategies so we might fulfill our transformational purpose. Ready. Set. GO!

Module 25:

NOTES
