

3D DIMENSIONAL COACHING™

Course for Credit Final

Full Name:

Mark

First Name

Horbinski

Last Name

E-mail:

mark@necedahschools.org

ATTENTION: As you work to complete this worksheet over the remainder of this course, be sure to save this document regularly in a place where you can easily access it. You will submit this document at the end of the course to receive your certification.

The Funeral Topics

Forecasting Your Legacy: A eulogy is a speech or a piece of writing that praises someone or something highly. Typically, eulogies are written for someone who has just died or recently retired. A eulogy is an opportunity to reflect upon a life lived and highlight the character/passions of the subject at hand. While answering the questions below, base your responses on the relationships you **hope** to have possessed and the cause(s) you **ideally** gave yourself to during your career.

If you could write 3 sentences that were to be read at your funeral, what would they be?

Mark was a kind, compassionate man who always placed his family before himself. He was a servant-leader who enjoyed positively impacting those around him through his teaching, coaching, and friendship. Mark made the world a better place through his selfless actions.

In 3 sentences or less, what are the types of things that you hope your family and friends will say about you at your funeral?

Mark was a devoted husband and a dedicated and supportive father. His family was his top priority in his life and we loved and cherished him for that. Mark was a trusted, reliable friend who was always willing to listen to us and offer sound advice.

In 3 sentences or less, what are the types of things that you hope your former players will say about you at your funeral? **- ON NEXT PAGE**

Coach taught us to value others by appreciating their contributions to the team. He also instilled in us the power an

20/20 Foresight

Defining Your Core Values: We are all familiar with the famous adage "hindsight is 20/20." But does it have to be that way? Do we have to learn every lesson the hard way?

If we can look with 20/20 foresight towards a preferred vision of the future, we can seek to identify the core values that will help us navigate towards the end we are after. Identifying your personal core values is important because they are there to guide your choices and behaviors in everyday life. They act as guardrails to keep you on track and headed in the right direction.

Research indicates that if you truly want to impact behavior, no more than three or four core values should be emphasized. Look at the abbreviated list below and put a checkmark next to the core values that will best help you leave the legacy you desire.

- | | | | |
|---------------------------------------|--|---|---|
| <input type="checkbox"/> Authenticity | <input type="checkbox"/> Balance | <input type="checkbox"/> Beauty | <input type="checkbox"/> Commitment |
| <input type="checkbox"/> Community | <input type="checkbox"/> Compassion | <input type="checkbox"/> Concern | <input type="checkbox"/> Courage |
| <input type="checkbox"/> Creativity | <input type="checkbox"/> Dedicated | <input type="checkbox"/> Determined | <input type="checkbox"/> Durable |
| <input type="checkbox"/> Empathy | <input type="checkbox"/> Enthusiasm | <input type="checkbox"/> Excellence | <input type="checkbox"/> Faith |
| <input type="checkbox"/> Family | <input type="checkbox"/> Fairness | <input type="checkbox"/> Freedom | <input type="checkbox"/> Friendship |
| <input type="checkbox"/> Generosity | <input type="checkbox"/> Genuineness | <input type="checkbox"/> Grace | <input type="checkbox"/> Happiness |
| <input type="checkbox"/> Harmony | <input type="checkbox"/> Health | <input type="checkbox"/> Honesty | <input type="checkbox"/> Hope |
| <input type="checkbox"/> Humor | <input type="checkbox"/> Integrity | <input type="checkbox"/> Innovation | <input type="checkbox"/> Joyfulness |
| <input type="checkbox"/> Journey | <input type="checkbox"/> Justice | <input type="checkbox"/> Kindness | <input type="checkbox"/> Knowledge |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Learning | <input checked="" type="checkbox"/> Love | <input type="checkbox"/> Loyalty |
| <input type="checkbox"/> Merciful | <input type="checkbox"/> Neighborly | <input type="checkbox"/> Noble | <input type="checkbox"/> Non-conforming |
| <input type="checkbox"/> Nurturing | <input type="checkbox"/> Objective | <input type="checkbox"/> Openness | <input type="checkbox"/> Optimistic |
| <input type="checkbox"/> Organization | <input type="checkbox"/> Original | <input type="checkbox"/> Peace | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Perseverance | <input checked="" type="checkbox"/> Respectfulness | <input checked="" type="checkbox"/> Relationships | <input type="checkbox"/> Responsibility |
| <input type="checkbox"/> Security | <input type="checkbox"/> Serenity | <input type="checkbox"/> Serving | <input type="checkbox"/> Spirituality |
| <input type="checkbox"/> Stability | <input type="checkbox"/> Success | <input type="checkbox"/> Teamwork | <input type="checkbox"/> Togetherness |
| <input type="checkbox"/> Trust | <input type="checkbox"/> Truth | <input type="checkbox"/> Understanding | <input checked="" type="checkbox"/> Unity |
| <input type="checkbox"/> Victory | <input type="checkbox"/> Virtuous | <input type="checkbox"/> Wholeness | <input type="checkbox"/> Wisdom |

"The most important thing in life is to decide what is most important." – Ken Blanchard

In 3 sentences or less, what are the types of things that you hope your former players will say about you at your funeral

Coach taught us to value others by appreciating their contributions to the team. He also instilled in us the power and understanding that we can use our influence to positively impact others. Lastly, Coach taught us to respect our opponents, game officials, and the game itself.

Transformational Purpose Statement 1st Draft

Drafting Your Purpose: Whether you are writing a first draft or refining a previously written statement, it is important to get your ideas out of your head and onto a piece of paper. As you complete this exercise, keep in mind the following suggestions that will help you write an effective transformational purpose statement.

1. **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.
2. **Be Brief:** Try to write a single sentence that contains 25 words or less
3. **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.
4. **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.

Sample Transformational Purpose Statement: "To inspire (verb) coaches and athletes (target) towards the pursuit of excellence in sports and in life while enjoying the journey (outcome which incorporates core values)."

Identifying Your Gifting: What verbs listed below best describe how you most successfully interact with people? Use these verbs to craft your "Transformational Purpose Statement."

- | | | | |
|---|----------------------------------|---|-----------------------------------|
| <input type="checkbox"/> Act | <input type="checkbox"/> Coach | <input type="checkbox"/> Construct | <input type="checkbox"/> Create |
| <input type="checkbox"/> Demonstrate | <input type="checkbox"/> Develop | <input type="checkbox"/> Educate | <input type="checkbox"/> Empower |
| <input checked="" type="checkbox"/> Encourage | <input type="checkbox"/> Help | <input type="checkbox"/> Identify | <input type="checkbox"/> Initiate |
| <input checked="" type="checkbox"/> Inspire | <input type="checkbox"/> Lead | <input checked="" type="checkbox"/> Love | <input type="checkbox"/> Manage |
| <input type="checkbox"/> Mentor | <input type="checkbox"/> Model | <input type="checkbox"/> Motivate | <input type="checkbox"/> Manage |
| <input type="checkbox"/> Prepare | <input type="checkbox"/> Produce | <input type="checkbox"/> Recognize | <input type="checkbox"/> Relate |
| <input type="checkbox"/> Stimulate | <input type="checkbox"/> Study | <input checked="" type="checkbox"/> Teach | <input type="checkbox"/> Tell |

My Transformational Purpose in coaching is:

To teach kids to be kind to their teammates, be good role models, and be respectful to their opponents, opposing coaches, and the game officials.

ATTENTION: After you complete the *InSideOut Coaching* lessons in the next phase of this course, you will be required to write a 2nd Draft of your Transformational Purpose Statement using the space below. Following your 2nd draft, you will develop a year-round 3Dimensional Coaching strategy to fulfill your purpose statement using the planning tool at the end of this worksheet. You will upload this document at the end of the course to receive your final grade, so remember to save it often in a place where you

Transformational Purpose Statement 2nd Draft

After completing the lessons on InSideOut Coaching, review the steps above and reflect upon your 1st draft of your Transformational Purpose Statement. If you would like to make any changes to your statement, now is the time. If you do not have any changes, please rewrite your purpose statement in the space below.

My Transformational Purpose in coaching is:

| |
|---|
| To lead a return to sportsmanship by inspiring boys and girls to value their teammates, positively influence their peers, and respect the game they play. |
|---|

Create a 3D Strategy to Fulfill Your Transformational Purpose

Just as all coaches should have a pre-season, in-season, post-season and off-season strategy to help athletes improve in the 1st dimension, a 3Dimensional Coach should have a corresponding year-round strategy in the 2nd and 3rd dimensions as well so that he/she can fulfill his/her Transformational Purpose.

Listed on the next few pages you will find various 2nd & 3rd dimension strategies that you can implement in your program. If you are connected to the internet, you can go to <http://www.3dinstitute.com/3d-coaching-strategies/> and click on the strategy names to learn more details about how to implement the strategy (example below).

Put Ups

By Mark Hult

3D Coaching Strategies

3Dimensional Coaching principles

Motivation: As Jeff Duke taught in the session on Motivation, an effective way to create intrinsic motivation is to implement a strategy for modeling. This allows for peer modeling in a powerful way because kids are afforded the opportunity to model seeing and verbalizing what is RIGHT for their peers. This feeds into the other 2D dimension modules as well.

Confidence: One of the 3 key ingredients for establishing confidence is speaking words of verbal encouragement.

Emotions: This strategy, created by and taught in the Emotions and Teaching module, should be used to build attitude and effort.

Team Cohesion: As Jeff Duke mentioned in the teaching on Team Cohesion, we need to have a group relational strategy to connect the group collectively.

Self-worth: By focusing on the positive, kids are less likely to internalize the negative and evaluate their self-worth based on their performance.

Location/Facility: Circle 12 after a practice or game.

Time: 10-15 Minutes after practice and/or games.

Season in Season:

Age Level: 12+

Overview

The Put Up game: After practice and/or after games have the athletes speak to specific things they saw done well. This can be anything from running a play properly, how opponents were beaten, specific demonstrations of the three things athletes should include effort, how they treat others.

This can be an especially effective activity after a game. The tendency of coaches after games is to point out specific things that went wrong. This isn't helpful for 2 reasons:

1. Unless you are going to praise them right now, they will be forgotten and it becomes a time to vent your frustrations.
2. At best it can be put up and put out, your strategy is a negative mental message.

This strategy has athletes notice and encourage others in their play on the team.

BONUS: Think about how you can involve the parents positively in this. One of the first questions the parents ask when they see their child is "how the contest is" (what did the coach say)? One of your first questions when you're talking to a coach is "how are the parents are talking to them?" Invite the parents to think this over around the team and/or UTEs to what their athletes are saying. You now have set the tone for the conversation. You have now helped the parents to engage in supportive conversation after the game instead of discussing performance.

Results

Athletes love this. If athletes don't believe gold at this we haven't taught them to see what their athletes are doing well. Most of our coaching tends to be fixing the imperfections.

This helps athletes tend to be critical to also see the good, even the small things to be noticed and appreciated. You can even coach the athletes who get it to look for good actions from those who are starting to demonstrate attitudes and actions that come from discouragement. This teaches your team to be encouraged.

Submitted by: Mark Hult

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A detailed overview of the complete list of strategies below can be found at <http://3dinstitute.com/3d-coaching-strategies>.

Select at least one strategy for each season. Which strategies do you plan to implement and when?

| | Not Implementing | Pre-Season | In-Season | Post-Season | Off-Season |
|---------------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 3D Parenting Presentation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A Question to Ask Every Parent | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An "Extra Practice" - Clean Your Room | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Banquet Letters to Parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Canoe Trip | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Captains/Leaders Training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Cell Phone Ban (Used Strategically) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Codes of Conduct | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Contemplation Exercises | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cross the Line | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| FCA Camp | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| FCA Huddles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Follow the Leader | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Food Kitchen | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Helmet Awards | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Home Visits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Honor Calls | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Journaling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Lesson Plans/Theme of the Week | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Lunch Room | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Masculinity/Femininity Issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mission Trips | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Note Writing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Nursing Home Outreach | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Put Ups | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Slip N Slide | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Spotlight Drill | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Spring Clean Up | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sticky Notes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tag, You're It! | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Upside Down | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you have other strategies you plan to use that are not outlined above, chronicle those strategies below:

Appreciation Minute (in season) - the kids will be asked to go up into the stands and thank any/all family/friends in attendance for coming out to support them

Kindness Bombing (in season) - the kids will be asked to write a supportive and inspirational anonymous note to a track and field teammate and post it on their locker before school on meet days. We will also replicate this activity for our MS track and field kids on their meet days.

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