



Queen Anne Little League Majors Coach Agreement

I hereby accept the responsibility to be a Majors Coach for Queen Anne Little League for the current playing season. I understand that my appointment was made by the president, ratified by the Board of Directors, and expires at the end of the current playing season. I acknowledge the Little League Baseball requirement of being a positive role model at all times for players, coaches, parents and spectators. I agree to obtain, read, and strictly comply with all rules and regulations of Little League Baseball and Queen Anne Little League. In addition I acknowledge, support and agree to the following:

1. **Safety:** I will seek out, become familiar and administer applicable safety and concussion requirements, make certain I have an executed medical release for every player at every practice and game, check with parents to see if any players have medical issues or conditions, and maintain a First Aid kit in the event of injury.
2. **Positive Player Experience:** I recognize that I coach for the benefit of the children/players on my team. It is my responsibility to give every child a positive environment in which to grow as an individual as well as improve baseball skills. To support that effort I agree to implement the principals of PCA's Double-Goal Coach program and attend one of the training sessions (either in person or on-line).
3. **Minimum Play Time:** I will abide by the established Little League rules for play time on defense and number of at bats. Based on mutual agreement from all Majors coaches within QALL I agree to better the minimum required play time by increasing defensive outs played per game to minimum of nine outs - unless game duration or other reasonable circumstances exist that would prohibit this.
4. **Sportsmanship:** It is my responsibility to teach excellent sportsmanship. I must teach respect for the other team and for the umpires. I will recognize and congratulate the outstanding plays of our opponents. I will control my team's unruly fans (if any) whose behavior disrespects the umpires or any players. I will communicate expectations to parents to provide positive cheering and to leave coaching direction to the coaches.
5. **Training:** It is my responsibility to learn and teach baseball skills. I will learn from other coaches, attend required clinics, study books and videos, and I will encourage my players to also attend QALL clinics, and other baseball clinics.
6. **Player Development Focus:** I will focus on player and child development more than on wins and losses. If I know that my team has a much better win-loss record than my opponent's team, then I will try to use that game to help the development of my less skilled players. If my team has a poor win-loss record, I will still honor and support the items in this Agreement

I acknowledge and agree that the Board of Directors, at its sole discretion, shall have the authority to discipline, suspend, or terminate the membership of any member (including me). This is particularly true when the conduct of such person is considered detrimental to the best interests of Queen Anne Little League and/or Little League Baseball. Further, I agree to respect and comply with all decisions by the Queen Anne Little League Board of Directors.

I understand that team assigned equipment represents a significant cost to QA Little League and I understand the importance to care for and promptly return team assigned equipment in a timely manner.

Coach Name (Please Print)

Signature

Date



Double-Goal Coach® Job Description

TO: All Coaches

DATE: _____

FROM: _____

RE: What We Expect of You

You are the most important person in our organization. You determine the kind of experience our athletes have with sports. We are committed to the principles of Positive Coaching. We expect our coaches to be "Double-Goal Coaches" who want to win and help players learn "life lessons" and positive character traits from sports. The following is what we expect from you during the coming the season.

1 Model and teach your players to Honor the Game. Teach the elements of ROOTS – Respect for: Rules, Opponents, Officials, Teammates, and one's Self.

- Appoint a parent to be "Culture Keeper" for the team.
- Hold a parent meeting and distribute Parent/Guardian Letter to parents to get them on board with Honoring the Game.
- Drill Honoring the Game in practice.
- Seize teachable moments to talk with players about Honoring the Game.

2 Help players Redefine what it means to be a "Winner" in terms of Mastery, not just the Scoreboard:

- Teach players the ELM Tree of Mastery (Effort, Learning, and bouncing back from Mistakes).
- Use a "Team Mistake Ritual" (like "Flushing Mistakes") to help players quickly rebound from mistakes.
- Reward effort, not just good outcomes. Look to recognize players for unsuccessful effort.
- Encourage players to set "Effort Goals" that are tied to how hard they try.
- Use Targeted Symbolic Rewards to reinforce effort and team play.

3 Fill your players' Emotional Tanks.

- Use encouragement and positive reinforcement as your primary method of motivating.
- Strive to achieve the 5:1 "Magic Ratio" of 5 positive reinforcements to each criticism/correction.
- Schedule "fun activities" for practices, so players will enjoy their sport.
- Use the "Buddy System" to teach players to fill each other's Emotional Tanks.
- Use Player of the Day and Behavior Management Strategies to resource desirable behavior and win cooperation from your players.
- Learn to give "Kid-Friendly Criticism" so players will be able to hear it. Criticize in private, "Ask Permission," use the Criticism Sandwich, avoid giving criticism in non-teachable moments.

4 Have Conversations during Team Meetings with your players at every practice and every game.

- Review Honoring the Game, the ELM Tree and the Emotional Tank throughout the season.
- Remind players about these three concepts before and after every game.
- Ask questions and encourage players to speak and contribute during team meetings.

At the end of the season we will survey your players and their parents to give you feedback on how you did at implementing these Positive Coaching principles during the season. We will share the results with you. Thank you for all your time and effort!

I agree

COACH SIGNATURE

DATE

Script for Redefining “Winner”



Baseball is a great game. It's a lot of fun to play, and it's also a way that we learn important lessons that can help us later in life. I know that I learned a lot from playing competitive sports when I was your age.

I want to tell you about a goal I have for the team and for each of you individually this season. I want each of us to “Act like a winner to be a winner.”

There are two kinds of winners. What is one kind of winner? What does “winner” mean to you? (Answer likely to be something like “The one who has the most points at the end of the game.”)

One kind of winner is the team that has the most points on the scoreboard at the end of the game. And we want to be that kind of winner. We want to work as hard as we can to win as many games as we can.

There is another kind of winner though that is just as important. That is a winner in life.

We want to learn from this season how to be a winner in everything we do, not just baseball.

To be a winner we need to start acting like a winner. And a winner is someone who is working for mastery of whatever activity he or she is doing. So in baseball we want to work toward mastery to be the best baseball player and team we can be. And we want to learn how to achieve mastery at anything we want to be good at.

To help understand the way that we achieve mastery, we use the example of a tree that we call the Tree of Mastery. If you climb the Tree of Mastery you will be successful.

We say that the Tree of Mastery is an ELM tree because there are three things you need to do to climb the ELM Tree of Mastery:

1 E is for Effort. We want to give our best effort every time we come out on the field. I am more concerned that we try our hardest than I am if we win. We could win against a weak team without giving it our best effort, and that doesn't really mean anything.

On the other hand we could play a team that was stronger than we are and try our very hardest and lose. I would be proud of us in that case because we were acting like a winner by trying our hardest even though the other team ended up winning the game on the scoreboard.

So the first part of the ELM Tree is E for Effort.

2 L is for Learning. We want to continue learning and improving every week in practice and every time we play a game. If we continue to learn, we will get better and that is more important than whether or not we are better than some other team.

We could be better than another team without learning and improving if that team is a weak team. And we could be weaker than another team but be learn-

ing a lot and getting better all the time. It's more important to me that we learn and improve than it is to beat a team that isn't very good. And it's more important that we learn and improve even if we lose to a team that is stronger than we are.

So the second part of the ELM Tree is L for Learning.

3 M is for how we respond to Mistakes. Most people think it's bad to make a mistake. But mistakes are part of the learning process. You can't learn something as complicated as baseball if you are afraid to make a mistake. And people that are afraid to make a mistake often don't even try very hard.

I want you to know that it is okay to make a mistake on this team. We want to learn from our mistakes and not let them discourage us or keep us from working hard.

So, is it okay to make a mistake on this team? Yes, it is. And the third part of the ELM Tree is M for how we respond to a Mistake.

Acting like a winner involves three things. It means

- *Giving your best effort every time*
- *Continuing to learn and improve, and*
- *Not letting mistakes (or fear of making a mistake) stop you.*

If you do these three things, you are acting like a winner, and you will be a winner in life as well as baseball. Now let's have a great practice. Give it your best effort, learn as much as you can, and don't worry about making a mistake.

> Oh, before we go, what kind of a tree is the Tree of Mastery?

> What does each letter stand for?

ELM Tree Talking Points



- The Tree of Mastery is an ELM Tree. ELM stands for **E** for Effort, **L** for Learning, **M** for bouncing back from Mistakes
- Research shows athletes who focus on ELM improve faster and do better on the scoreboard. To be our best we should focus on ELM.
- If you give your best effort every time, I'll be proud of you no matter what the score is.
- Learning requires having a Teachable Spirit. Let's try to learn something to get better every practice and every game.
- The best players don't throw a tantrum when they make a mistake, they reset on the next play and then later they try to learn from their mistake.
- I want you to play with enthusiasm and be aggressive. It's okay to make a mistake – the key is to bounce back quickly from it so you can make the next play. We'll learn a mistake ritual we can use to recover quickly from mistakes.

You might reinforce the L in ELM by giving your players a "homework" assignment to watch their sport at the college or professional level on TV and write down at least one thing they learned that they could try in their own practice.

Script for Filling the Emotional Tank



Have you ever heard of the home court advantage? How often do you think a team wins on its home court? It turns out that teams win at home a lot more than when they are away. One reason for this is the emotional support of the crowd. It tends to lift our emotions and make us play better.

We want to be able to play our best all of the time. To play our best we have to keep our “Emotional Tanks” full. What is an Emotional Tank? Well, it is like a gas tank in a car. When it is full, we run well, but when it is empty, we can’t go very far.

Why is it important that we keep each other’s tanks full? If our Emotional Tank is empty, we become negative, and we give up easier. If our tanks are full, however, we are optimistic and are able to handle difficult situations. As the coach, I will do my best to help fill your Emotional Tanks. To have a really great season, I need your help.

Think about when you miss a free throw. What would someone say to make you feel worse? (“Nice job (sarcastically),” “You stink!”) See, that was easy. We call that draining the Emotional Tank. When you criticize or insult your teammates, you make them feel worse. That’s why we call it draining the Emotional Tank. I will try not to drain your Emotional Tank, but sometimes I will have to correct you to help you learn the game. I will try to do this in a way that keeps your Emotional Tank full.

What would someone say to make you feel better after you missed a shot. (“Get the next one,” “Shake it off!”) We call that filling the Emotional Tank. Here are some ways to fill the Emotional Tank:

- Tell your teammate when you see him do something well, or when you see him giving his maximum effort, even if he does not make the play,
- Tell him when you see him improving – This will make him want to continue trying hard to improve even more,
- Listen to your teammates – If your teammate has an idea he wants to share, you can fill his tank by listening to what he has to say. No one wants to be ignored.

I promise to do all of these things. Also, I want you to do tank-filling activities with each other.

Here is a great way that you can help me. It is called the Buddy System. Once in a while at practice, I’ll ask you to pair up with a buddy. It might be a different buddy every time. I want you to look for the things that your buddy is doing well. Remember, though, you have to be truthful, or else it won’t mean anything. Also, try to tell your buddies exactly what they did right. If your buddy makes a nice pass, say “Good pass! Way to bounce it in to the low post.”

Do you think it is important to say more positives than negatives? How many more positives should you say? I am going to try to shoot for five positives for every negative. I don’t want you to worry about the exact number of positives you say, just remember, be as positive as you can.

So, right now, pair up with someone else, and he will be your buddy for today’s practice. Later in the practice, I am going to have each one of you report back to the team on what your buddy said to you to fill your tank.

This season is going to be an especially great season if we support each other and keep our Emotional Tanks full. With full Emotional Tanks, we will be off to the races, and there is no limit to what we can accomplish.

> Now, who can tell me some ways to fill each other’s Emotional Tanks?

Emotional Tank Talking Points



Jot down some simple talking points to use with your players at the first practice and then come back to them regularly.

For example

- We all have Emotional Tanks
- E-Tank like gas tank in car; to go far you need a full tank
- People perform better with full E-Tanks so let's learn to fill each other's tanks
- Many people find it easier to drain E-Tanks than fill them, but we want to be different
- Thanking people and noticing when they do well fills E-Tanks
- Helping your teammates bounce back from a mistake also fills E-Tanks
- Tank filling can be non-verbal – high fives, fist-bumps, pats on the back, eye contact and smiles all fill E-Tanks.
- The first few times you try to fill someone's E-Tank, it may feel uncomfortable, but stick with it and you'll get comfortable
- As coaches we're going to fill your Tanks as much as we can to help you do well but each of us becomes a tank filler, we'll have more fun and be a better team

Script for Honoring the Game



About Positive Coaching Scripts

PCA has developed Positive Coaching Scripts to help coaches introduce positive coaching principles to their teams.

Scripts shouldn't be memorized and recited word-for-word. Read through the script and then put the ideas into your own language, words you feel comfortable using when you talk to your team.

Positive Coaching Script for Honoring the Game

I love the game of soccer, and I hope you do too. Soccer has a long history and is the most played sport in the world. A lot of great things happen on the soccer field. I feel that it is an honor to be involved in the sport. That's why I want to talk to you about Honoring the Game.

Now, I am sure many of you have had parents or coaches talk to you about sportsmanship, or what it means to be a "good sport." What does it mean to you to be a good sport? (Answers may include "play fair" "don't cheat" etc.) Sportsmanship is important, but in order to get the most out of this soccer season, I want you to honor the game. We say the Honoring the Game goes to the ROOTS of the matter — **R-O-O-T-S**.

Each letter in ROOTS stands for an important part of soccer that we must respect. The R stands for Rules. The first O is for Opponents. The next O is for Officials. T is for Teammates, and the S is for Self.

R is for Rules The rules of soccer are what allow us to keep the game fair. Respect for the rules is important, even when it's possible to break them without getting caught. I want you to play by the rules, even if you think you won't get caught if you break them. Breaking the rules dishonors the game, even if it means that we win.

O is for Opponents Without opponents, we could have no game. A good opponent makes us do our best. Sometimes your opponents are friends of yours. I want you to respect your opponents, and remember they are out there to have fun just like us. I want you to try your hardest to win, not because you hate your opponent, but because you want to play your best. I promise that I will show respect for opposing coaches and teams, and I expect you to do the same.

O is for Officials It is very important to respect officials. Often, this can be the most difficult part of Honoring the Game, so we need to remember to keep it as a focus when we play. Officials have been selected and trained to enforce rules, and they have a very hard job. Without the officials the game would be unsafe and unfair. Officials are not perfect (just like coaches, athletes and parents!) and sometimes make mistakes. However, there is no excuse for treating officials with disrespect when they make errors. I want you to show respect for officials, even when you disagree with the call. I promise to do the same thing.

T is for Teammates A big part of soccer is the team. Being with your teammates should be fun. Later in life you will often be part of a team, and it is important to learn to work together. I hope you feel a commitment to each other as teammates and that you will agree to always play as hard as you can in practice and games. Please encourage and support each other on and off the playing field.

S is for Self Some people only Honor the Game when their opponents do, but I want us to Honor the Game no matter what the other team or its fans do. I want us to be the kind of team that Honors the Game even when others aren't because we set our own internal standards. And we live up to them no matter what. We have so much respect for ourselves that we would never do anything to dishonor the game.

So what do we mean when we say that Honoring the Game goes to the ROOTS of the matter?

Respect for: **Rules** **Opponents** **Officials** **Teammates** **Self**

If you do these five things, you are Honoring the Game. You and your teammates will get the most out of our season, and you will join the great tradition that is soccer. Now let's Honor the Game starting right now at this practice, especially when we scrimmage.

> Who can give me an example of how we Honor the Game of soccer?

> What does each letter stand for?

Honor the Game Talking Points



Jot down some talking points to use with your players at an early practice and then return to them throughout the season. For example,

- I want us to Honor the Game so we can be proud of ourselves win or lose
- The acronym ROOTS will help us remember what we need to do.
- **R** – We obey the Rules even if we can get away with bending them, and even if our opponents don't.
- **O** – A worthy opponent helps us get better – we want to play fierce and friendly and never think of them as enemies.
- **O** – We respect Officials even when bad calls go against us. I don't want you to speak to officials during a game even if you are being treated unfairly, okay?
- **T** – We don't do anything to embarrass our teammates, on or off the field.
- **S** for Self – Don't Honor the Game because I tell you to. Do it because you want to. We live up to our own standards even if our opponent doesn't.
- Later in the season ask, "Who remembers what the R stands for? The O?" etc.

Positive Charting

Positive Charting is simple – but not necessarily easy. It requires effort, the effort to observe. As Yogi Berra is reported to have said, “It’s amazing what you can see if you look.”

As coaches we tend to think that we add value by finding things that are done incorrectly and improving them. But it is equally important to find things that are being done correctly to reinforce them so players will continue them. Positive Charting is a method for increasing the number of “right things” that your players do. It also creates a wonderful positive atmosphere in which players are more receptive to being corrected because they feel appreciated.

Here’s how Positive Charting works:

- 1** Write the name of each player in a box on the Positive Charting Form. If there is a specific action you want to look for with that player (for example, hustling back on defense, blocking out for rebounds) write it in the space marked “Look-For.”
- 2** Look for the positive things players do. Whenever you see one, jot a note under the player’s name (over time you’ll develop your own shorthand. The key is to write enough so you’ll remember it when you get to step #6 below.) Remember to look for team-building things that players do to encourage each other as well as their physical actions.
- 3** Include assistant coaches, parents, and players who are sitting on the bench in the Positive Charting process. It will help them see the game in a new way.
- 4** Ensure you have about the same number of comments (2-5 is good) for each player. You may have to look hard with some players. Limit the number of comments for the advanced players. Be disciplined: at the end of the game you should have 2-5 items for each player.
- 5** Be honest. Don’t write something that is not true. This is the hard part – you have to find something positive about each player. You can do it if you look hard enough.
- 6** Begin your next practice with a quick team meeting by reviewing your Positive Charting with the team. Take 30 seconds for each player in turn and share the positive with the group.
- 7** Enjoy the positive energy of your players during practice.

An example of the power of Positive Charting from a coach in Ohio (JohnC58) posted on Amazon.com as a review of *Positive Coaching: Building Character and Self-Esteem Through Sports* by PCA founder Jim Thompson:

“...I coached a group of 13-14 year old softball players the year that I purchased this book. At the beginning of the season, the only team these girls could beat was themselves; in fact primarily the reason they were losing was the fact that they were beating themselves! Well, after one mediocre game, I sat the girls down on the bench and instead of reading them the riot act, I took to heart a suggestion by the author. I mentioned all the positive aspects of the game they played just to show these girls that they were capable of doing some positive things.

I did this after each game from then on, win or lose. Wouldn’t you know it, these same rag tag girls lost the last game of the season: the city championship game by one run (to a team that annihilated them by 12 runs in the first game of that season.) This an example of positive coaching, and I’ve used everything in this book to my advantage to become a successful POSITIVE coach. Thanks Mr. Thompson for turning my career around!”

Positive Charting is such a powerful tool it can seem like magic. Try it. You won’t regret it.

Positive Charting *continued*



Player: _____

Look for: _____

Notes: _____

Player: _____

Look for: _____

Notes: _____
