



Welcome to the Positive Coaching Alliance/CIF Administrator Pages

As a principal, superintendent or other school official, one of your critical jobs is creating a positive, character-building environment for your students. One way to achieve that is through athletics, where some of your highest-profile students, those positioned to be leaders, can set an example for your entire student body. Sports provide an endless procession of teachable moments, but student-athletes only benefit if the adults in and around your program view themselves first and foremost as educators.

Throughout this section of CIF's website, you will learn the basics of implementing a culture that emphasizes helping your athletes get the most out of their high school sports experience. That starts with adopting a common vocabulary, including the following terminology:

- **Double-Goal Coach[®]**: Double-Goal Coaches have two goals, winning, and more importantly, teaching life lessons through sports. Double-Goal Coach takes its name from a book by PCA Founder and Executive Director Jim Thompson and is the inspiration for PCA's online Double-Goal Coach Course available at <http://www.positivecoach.org/DGC.aspx>.
- **Second-Goal Parent[™]**: Just as Double-Goal Coaches have two goals -- winning, and more importantly, teaching life lessons through sports -- PCA encourages parents to be "Second-Goal" Parents, who are focused on the "second goal" of helping student-athletes take life lessons from sports. The online Second-Goal Parent course is available at <http://www.positivecoach.org/ParentCourse.aspx>.
- **Triple-Impact Competitor[™]**: These are players who create an impact on three levels: improving themselves (as athletes and people); their teammates; and the game as a whole. When Double-Goal Coaches and Second-Goal Parents work together, the result often is a school (and broader community) full of Triple-Impact Competitors.

Adopting this terminology and striving toward these ideals indicate that you are building a positive, character-building culture. What do we mean by "culture"? Most simply, *This information is brought to you by Positive Coaching Alliance. To learn more, please visit www.positivecoach.org.*



“culture” is the way “WE do things HERE.” For example, in your school, the “way we do things here” may mean that all players shake hands with officials after games. In another school, “the way we do things here” may mandate that all players cheer their opponents in a post-game chant.

Regardless of the specifics of your school’s culture, here are three tools that help you ensure that all participants in your program do things “the way we do things here.”

- Mission Statement
- Parent Expectations Program
- Annual Evaluation.

The remaining pages in this section of the CIF website elaborate on these three tools and how PCA envisions athletic directors using them, followed by tools and advice for coaches, parents and student-athletes.

Administrators who share this information with all those constituencies are more likely to create and enjoy a school culture filled with Double-Goal Coaches, Second-Goal Parents and Triple-Impact Competitors.

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Positive Coaching Alliance/CIF Administrator Pages: Mission Statement

Your school's athletic department needs a compelling mission statement to inspire people and galvanize their energy in a way that can achieve your mission. People tend to forget about the "noble goals" of their department in the course of pursuing day-to-day responsibilities. A mission statement makes clear to all stakeholders what your department is about in a concise, memorable way. A strong mission statement offers these significant advantages:

1. It helps you communicate to all your department's constituents what the core values of the department are. Departments with strong commitments to their mission take every opportunity (newsletters, banners, presentations to coaches and parents, etc.) to remind constituents of the mission.
2. It helps your school and department deal with difficult, ambiguous situations. When the solution to a problem is unclear, returning to the mission statement guides leaders in how to act.
3. It provides a starting point for conversations about the school's values, which is key to assessing and modifying cultural values and behavior.
4. It helps hold your school accountable to pursuing its ideal self.

Each department's mission statement should explicitly state the goal of using sports to help athletes develop positive character traits and values that will aid success in the rest of their lives.

Sample Mission Statement

Anytown High School Athletics aspires to be an outstanding educational-athletic organization that provides a high-quality experience, in which every athlete:

- Is coached using the principles of the Double-Goal Coach
- Feels like an important part of the team regardless of performance
- Learns "life lessons" that have value beyond sports
- Learns the skills, tactics and strategies of their sport and improves as a player.

We recognize coaches most directly make this possible, so we provide all coaches with the tools to succeed as Double-Goal Coaches. We are committed to creating a culture in which coaches, parents, fans and athletes work together to achieve our mission.

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Positive Coaching Alliance/CIF Administrator Pages: Parent Expectations Program

While Positive Coaching Alliance focuses much attention on coaches, parents also contribute mightily to your school's culture. Therefore it is critical to get coaches and parents onto the same page in terms of the behaviors expected of them that will create a positive, character-building environment for student-athletes. Key steps are:

1. Appoint a parent or teacher to manage your Parent Expectations Program (PEP) and ask several other parents to communicate your PEP to the larger group of parents.
2. Clearly set expectations for parental behavior at games and practices. Tempting as it may be assume that adults know how to behave, the truth is that some people must be told what is expected of them.
3. Provide parents with examples of the desired behavior. Don't just ask parents to refrain from bad behavior; exhibit and promote the positive behavior that you want displayed throughout your athletics program.
4. Distribute PCA tools, such as the PCA Parent Pledge (http://www.positivecoach.org/pdffiles/parent_pledge.pdf) and hold an "Honoring the Game" Day (<http://www.positivecoach.org/subcontent.aspx?SecID=240>), using stickers, buttons, cards, banners and other messaging to remind all participants of the desired departmental culture.
5. Establish a procedure for intervening with parents who step over the line. Recruit parents to be "Culture-Keepers," who talk with unruly parents about the kind of behavior that is expected.

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Positive Coaching Alliance/CIF Administrator Pages: Annual Evaluation

Sometimes just telling people that you are going to evaluate them against certain criteria ensures they will strive to meet those criteria. As an Athletic Director, it is important that you evaluate coaches and your overall departmental health each season.

Evaluating Coaches

At times, you must be tenacious in overcoming impediments to getting useful data for an evaluation. Make sure you or your coaches distribute evaluation forms to every parent and player and then follow up to ensure the completion and return of all evaluation forms.

Key steps:

1. Decide how you want coaches to behave, using the principles of Double-Goal Coaching.
2. Before the season starts, give coaches the “Double-Goal Coach Job Description,” conveying what you expect from them in specific action terms.
3. Tell coaches that parents and players will evaluate their coaches in surveys at the end of the season, assessing how well each coach met expectations.
4. Survey parents and players as promised. Give out survey forms toward the end of the season but before the final week.
5. Tabulate survey responses and send a letter to each coach identifying how his/her players and parents rated him/her against the expectations.
6. Use the results of the survey to honor the highest-ranking coaches with your school’s Double-Goal Coach Award.

Evaluating the Department

You can use steps similar to those for evaluating coaches:

1. Define your department’s major goals, using your mission statement as a guide.
2. Write and widely distribute to all parents, coaches and players a one-page document listing these goals and telling people you will survey them at the end of the year to see how well the department did.
3. Conduct surveys as promised, tabulate responses, write and distribute widely a report summarizing survey results and steps you will take to ensure progress toward achieving the desired culture for your athletic department.

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Welcome to Positive Coaching Alliance Double-Goal Coaching®

Double-Goal Coaches® have two goals, winning, and more importantly, teaching life lessons through sports. Double-Goal Coaching takes its name from a book by Jim Thompson, founder and executive director of Positive Coaching Alliance, which brings you these pages in conjunction with CIF.

Double-Goal Coaching helps coaches teach players learn how to win, on and off the field. It also means that regardless of their skill level, players can take from high school sports invaluable lessons in teamwork, discipline, compassion and handling adversity and apply those lessons in school, jobs and their family lives.

Following are brief explanations of the three main principles of Double-Goal Coaching:

- Redefining Winner
- Filling Emotional Tanks
- Honoring the Game

There is a wealth of additional information at Positive Coaching Alliance's website, www.positivecoach.org, and you can become a certified Double-Goal Coach through the online Double-Goal Coach Course at <http://www.positivecoach.org/DGC.aspx>.

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Positive Coaching Alliance Double-Goal Coach® Principle #1: Redefining “Winner”

Following is a script you can use to redefine “winner” for your players. You probably will want to alter this script, depending on your own personal style.

Sports are a great way to learn important lessons that can help us later in life. I know that I learned a lot from playing high school 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. It's called “Act like a winner to be a winner.”

There are two kinds of winners. One kind is the team that scores the most. We want to be that kind of winner, and we will work as hard as we can to win as many games as we can. The other kind of winner is a winner in life, not just sports. That kind of winner works to master whatever he is trying to do. In sports, we want to master skills, and as we learn those things, we also will learn how to master anything else we want to be good at.

To help remember the keys to mastering sports or anything else, think of a tree, and let's call it the ELM Tree of Mastery, because the keys start with the first letters E, L and M: Effort, Learning and Mistakes.

E is for Effort. We give our best effort every time. I am more concerned that we try our hardest than I am with the actual results on the scoreboard. We could win against a weak team without giving it our best effort, and that win doesn't mean much. On the other hand, we could play a strong team, and even if we lose on the scoreboard, if we try our very hardest, we can all be proud.

L is for Learning. We will learn and improve at every practice and every game. Again, we could beat a weak team, but without learning and improving, the win doesn't mean as much. And even if we lose to a stronger team, we can still take a lot from our learning and improvement.

M is for Mistakes. Mistakes are part of how we learn. You can't learn and improve if you are afraid to make mistakes. On our team, mistakes are OK, as long as we learn from them and don't let them discourage us. So, the third part of the ELM tree is M for Mistakes are OK. If you can remember these three things, you'll be a winner in sports and in life.

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**Positive Coaching Alliance Double-Goal Coach® Principle #2:
Filling Emotional Tanks**

Following is a script you can use to explain Filling Emotional Tanks to your players. You probably will want to alter this script, depending on your own personal style.

To play our best all of the time, we have to keep our "Emotional Tanks" full. An Emotional Tank is like a car's gas tank. When it's full, we run well, but when it is empty, we don't. It's important to keep each other's tanks full, because that keeps us optimistic and trying hard even if things aren't going so well for our team.

To have a really great season, we need to keep everyone's emotional tanks full. If you ridicule each other after a mistake, that drains tanks. But if you support each other, saying something like, "Don't worry, you'll get the next one," then your tanks will stay full. Here are some ways to fill emotional tanks:

Tell your teammate when you see him do something well, or when you see him giving his best effort, even if he does not make the play. Tell him when you see him improving. This will make him want to keep trying hard to improve even more.

Listen to your teammates if they have ideas they want to share.

I promise to do all of these things. Even when I have to correct you, to help you learn and improve, I will try to do it in a way that keeps your emotional tank full.

Today, just so you all know what this feels like, we'll put together a Buddy System, where you pair up with a buddy and look for things that each other are doing well. You have to be truthful and specific, so your buddy knows exactly what he did right.

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 great 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.

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Positive Coaching Alliance Double-Goal Coach® Principle #3: Honoring the Game

Following is a script you can use to explain Honoring the Game to your players. You probably will want to alter this script, depending on your own personal style.

I want to talk to you about Honoring the Game. To remember the major points of Honoring the Game, we get to the ROOTS of the matter: Each letter in ROOTS stands for an important part of sports 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 keep the game fair. Respect for the rules is important, even when it's possible to break them without getting caught, so we are going to play by the rules.

O is for Opponents. Without opponents, we would have no game. A good opponent makes us do our best. We'll always do our best and try our hardest to win, but we also always will respect our opponents.

O if for Officials. It is important to respect officials. They have a hard job and without them the game would be unsafe and unfair. Of course, we may sometimes feel they made a bad call, but we'll still show them respect.

T is for Teammates. This team may be one of the most important aspects of your life right now. And later in life you will often be part of a team, so it is important to learn to work together. You should feel a commitment to your teammates and encourage and support each other in practices, games and even when we're away from the sport.

S is for Self. Some people only Honor the Game when their opponents do, but we will Honor the Game no matter what the other team does, because we set our own personal standards. And we live up to them no matter what.

So, again, when we say that Honoring the Game goes to the ROOTS of the matter, ROOTS means respect for Rules, Opponents, Officials, Teammates, and Self.

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Welcome to “Second-Goal” Parenting™

Positive Coaching Alliance and CIF welcome you to this section of the CIF website, which focuses on sports parenting. Positive Coaching Alliance’s model of coaching, Double-Goal® Coaching, refers to a first goal, winning, and a second, more-important goal, teaching life lessons through sports. Therefore, Second-Goal Parenting refers to parents focusing on that “second-goal” of helping your student-athlete take life lessons from sports.

These coaching and sports parenting techniques help players learn how to win on and off the field, using competition to teach lessons in teamwork, discipline, compassion and handling adversity. Players can then apply those lessons in school, jobs and their family lives.

The remaining pages in this section of CIF’s website detail three methods that “Second-Goal” Parents can use to help their student-athletes take life lessons from sports:

- Establishing a Parent-Coach Partnership
- Empowering Conversations With Your Children
- Guidelines for “Honoring the Game”

These methods and many others are covered in *The High School Sports Parent: Developing Triple-Impact Competitors* by Jim Thompson, Founder and Executive Director of Positive Coaching Alliance, which is available at <http://www.balancesportspublishing.com/Books/tabid/364/Default.aspx>.

To register for the online Second-Goal Parent Course, visit <http://www.positivecoach.org/ParentCourse.aspx>.

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“Second-Goal” Parenting™ Method #1: Establishing a Coach-Parent Partnership

Research is clear that when parents and teachers work together a student tends to do better in school. There is no reason to think that it is any different for student-athletes whose parents and coaches cooperate. Following are guidelines for how parents can partner with coaches to create the best possible high school sports experience for their student-athletes.

1. **Recognize the Commitment the Coach Has Made:** Coaches commit to many, many hours of preparation beyond the hours spent at practices and games. Recognize their commitments and the fact that they are not doing it because of the pay! Try to remember that if anything goes awry during the season.
2. **Make Early, Positive Contact with Coaches:** You may already know the coaches of the team your student-athlete is trying to make. If not, get to know those coaches as soon as your son or daughter is brought onto the team. Introduce yourself and let the coaches know you want to help your student-athlete have the best experience possible this season. Offer to help the coaches in any way you are able, such as being a “team parent” responsible for organizing cheering sections or any necessary car pools for the other parents. Getting to know the coach early and establishing a positive relationship makes it easier to talk later if a problem arises.
3. **Fill the Coach's Emotional Tank:** A Double-Goal Coach® fills players’ emotional tanks (like a car’s gas tank, when people’s “emotional tanks” are full, they can go anywhere, and when they are empty, they can go nowhere). But coaches need their tanks filled, too! When coaches do something you like, let them know it. Coaching is difficult and many coaches only hear from parents when they have complaints. Truthful, specific praise that fills coaches’ tanks will contribute to their doing an even better job. Also, if you’ve given credit where credit is due, it will be easier to raise any issues that occur later. Many coaches do a lot of things well. Take the time to look for them.
4. **Don't Put the Player in the Middle:** Imagine a situation around the dinner table, in which you complain in front of your children about how poorly their math teacher teaches fractions. Wouldn't that affect their motivation and respect for that teacher? Same with coaches. Conversely, when parents support coaches, it is that much easier for players to compete wholeheartedly. If you think your student-athlete’s coaches are not handling situations well, do not tell your son or daughter. Rather, seek a meeting with the coaches.
5. **Don't Give Instructions During a Game or Practice:** You are not one of the coaches, and it can be very confusing and un-nerving for players to hear someone other than the coach yelling out instructions during a game. You may have become accustomed during youth sports to sharing tactical ideas with coaches, but many high school coaches have much more training and experience than the typical volunteer youth sports coach.
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“Second-Goal” Parenting™ Method #2: Empowering Conversations With Your Student-Athlete

Conversations are the glue between people, the essential element in a strong relationship. Many parents fall into the trap of thinking that in a conversation with their children, it is their job to talk and their children’s job to listen. Actually, it is both parents’ and children’s jobs to listen *and* talk in a conversation. It is important that parents proactively seek conversations about the high school sports experience with their players. Here are some suggestions for how to engage your student-athlete in a conversation about sports.

1. **Establish Your Goal—A Conversation Among Equals:** Conversations occur between equals. Prepare yourself for conversations with your student-athletes by remembering that high school sports is their thing, not yours. Support your student-athletes and let them know you’re on their side. Your goal in conversations is not to give advice on becoming a better player, but to help them get the most from their high school sports experience.
2. **Adopt a Tell-Me-More Attitude:** Adopt the attitude that you want your student-athletes to say more (“I really want to hear what you have to say”), and then listen to them -- even if you don’t agree and don’t like what you hear. Think of these conversations as an Olympic event with judges. A conversation that rates a 9 or a 10 is one in which the student-athletes talk more and the parents listen more.
3. **Use Open-Ended Questions:** Some questions lend themselves to one-word responses. “How was school today?” “Fine.” To get your student-athlete to talk at length, ask questions that elicit longer, more thoughtful responses.
 - “What was the most enjoyable part of today’s practice?”
 - “What worked well in your game?”
 - “What didn’t turn out so well?”
 - “What did you learn that can help you in the future?”
 - “What do you want to work on before the next game?”
4. **Also ask about life-lesson and character issues:** “Any thoughts on what you learned in today’s game that might apply to other parts of your life?” Even if you saw the whole game, get your student-athlete’s perspectives.

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5. **Show You Are Listening.** Make it obvious that you are paying attention through nonverbal communication, such as eye contact and nodding, and verbal "listening noises" ("uh-huh," "hmmm," "interesting," etc.).
6. **Let Your Student-Athlete Set the Terms:** Right after a game, when emotions may be riding high, consider waiting until your student-athletes show they are ready to talk, instead of forcing conversation. Boys may take longer than girls to show their readiness. If your student-athletes prefer briefer discussions, occasionally defer to their wishes. If they feel every conversation is going to be a long one, they'll likely try to avoid them. Be comfortable with some silence. Stick with it and they will open up.
7. **Connect through activity.** Sometimes the best way to spark conversation is through an activity your student-athlete enjoys. A card game or a quiet meal together gives your high schoolers the mental or emotional space to volunteer their ideas about their sports experience. This especially is true for boys, who often resist a direct adult-style of conversation.
8. **Enjoy:** The most important reason why you should listen to your student-athletes with a tell-me-more attitude: Because they will want to talk to you, and as they (and you) grow older, you will find there is no greater gift than enjoying conversations with them.

These approaches help ensure that parents and their student-athletes share common values and expectations for what they want from the high school sports experience. In turn, that means players are more likely to maintain their enthusiasm for sports and perform better. Of course, parents and student-athletes alike benefit from generally strengthening their relationships.

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“Second-Goal” Parenting™ Method #3: Guidelines for Honoring the Game

The key to cultivating optimal adult behavior (and reducing misbehavior) around high school sports is “Honoring the Game.” To remember the tenets of Honoring the Game, use the acronym ROOTS, meaning respect for Rules, Opponents, Officials, Teammates and Self.

You don't bend the Rules to win. You understand that a worthy Opponent helps you to play to your highest potential. You respect Officials even when you disagree with their calls. You refuse to do anything that embarrasses your Teammates. Even if others fail to live up to these standards, you live up to the standards you set for your Self. Here are a few ways “Second-Goal” Parents can contribute to a positive high school sports environment so that the focus falls where it should: on the student-athletes.

Before the Game:

1. Make a commitment to Honor the Game in action and language no matter what others may do.
2. Tell your players before each game that you are proud of them regardless of how well they play.

During the Game:

1. Fill your student-athlete's "Emotional Tank."
2. Don't yell instructions during the game. Let coaches coach.
3. Cheer good plays by both teams.
4. Mention good calls by the officials to other parents.
5. If an official makes a "bad" call against your team, Honor the Game -- be silent!
6. If other parents yell at the officials, gently remind them to Honor the Game.
7. Don't do anything in the heat of the moment that you will regret after the game. Ask yourself, "Will this embarrass my student-athlete or the team?"
8. Remember to have fun! Enjoy the game.

After the Game:

1. Thank officials for doing a difficult job.
2. Thank the coaches for their commitment and effort.
3. Remind your student-athletes again that you are proud of them -- win or lose.

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Welcome Triple-Impact Competitors™

Positive Coaching Alliance (PCA) hopes all CIF Student-Athletes become Triple-Impact Competitors. A Triple-Impact Competitor works as hard as possible to make an impact on three levels:

- Improving yourself as a player and person
- Helping your teammates improve
- Improving the sport as a whole.

Below are tips on each aspect of becoming a Triple-Impact Competitor.

Triple-Impact Competitor™: Improving Yourself

Here are a few ways you can work to improve yourself, one of the three levels of impact of a Triple-Impact Competitor:

Focus not just on winning but on mastering your sport by tending to the “ELM” Tree of Mastery, where “ELM” stands for Effort, Learning and bouncing back from Mistakes.

Put forth your best **Effort** in every practice and game.

Learn by studying your sport, seeking advice from coaches, parents and teammates and watching others perform.

Bounce back from **Mistakes** by understanding mistakes are OK, that they are how we learn and improve and that mistakes mean nothing more than that you are trying things that you do not already know how to do.

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Triple-Impact Competitor™: Improving Teammates

Here are a few ways you can work to improve your teammates, one of the three levels of impact of a Triple-Impact Competitor:

Fill the “Emotional Tanks” of your teammates. They have “emotional tanks” just as cars have gas tanks: an empty tank can take us nowhere, but a full tank can take us anywhere. So fill your teammates’ tanks with plenty of truthful, specific praise about how well they are playing or even just how hard they are trying.

Use a “Buddy System.” Find the teammate at each practice or game who needs a little extra lift and make sure you fill his or her emotional tank.

If you can help some of your teammates improve their skills, ask them if they are open to some advice. If they say “no,” respect that, and let them know your offer stands if they ever change their minds. If they say “yes,” then demonstrate the proper technique, but be sure they know you are only trying to help and not trying to seem better than they are.

Triple-Impact Competitor™: Improving the Game

Here are a few ways you can work to improve the game as a whole, one of the three levels of impact of a Triple-Impact Competitor:

Get to the “ROOTS” of a positive high school sports experience, where “ROOTS” stands for respecting Rules, Opponents, Officials, Teammates and Self.

Compete by the **Rules**, even when it's possible to break them without getting caught, because victory without honor has no value.

Remember that without a worthy **Opponent**, we would have no game, that a worthy Opponent is a person, who like me, is out for fun, challenge and improvement.

Treat **Officials** respectfully, because it is important that they can properly enforce rules.

Hold your **Teammates** in the highest esteem, because without them you are alone, and as a teammate you represent something larger than yourself, so you will never do anything to embarrass your team.

Show **Self**-respect by living up to your own personal standards even if those around you do not.

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