Welcome to Positive Coaching Scotland

THROUGH SPORT, YOUNG PEOPLE CAN LEARN VALUABLE LIFE LESSONS.

That is why sportscotland – the national agency for sport – is leading the national implementation of the Positive Coaching Scotland (PCS) programme. This is a cultural change programme designed to create a positive environment for young people in sport. PCS focuses on using sport to help and support children’s learning and the development of their life skills.

Delivered in partnership with Winning Scotland Foundation, along with our local and national partners, the Positive Coaching Scotland programme will:

• Empower parents, coaches, teachers and sport leaders to help create a more positive sporting environment for young people
• Support young people, along with their coaches, parents and teachers, to move away from the ‘win at all costs’ mentality and focus instead on effort, respect and responsibility
• Use workshops and tailored support materials to encourage this change in approach and so inspire young people to reach their maximum potential
• Improve the quality of coaching through systematic training and development
• Help educate young people about winning, losing and cooperation, while at the same time encouraging them to learn and develop new skills.

Winning in life and in sport is achieved through effort!

Louise Martin, CBE
Chair of sportscotland
About PCS

PCS: Key learning outcomes

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PCS: Key learning outcomes

The cornerstone of the Positive Coaching Scotland strategy is the Double Goal Coach ethos, which is supported and driven by three key principles. It is critical that the key influencers in a young person’s life – coaches, sport leaders, teachers and parents – adopt the values of a Double Goal Coach to ensure that young people gain life skills which they can use in and out of sport.

On completion of this workshop, and with the support of this toolkit, you should be able to:

**Understand the background and context of PCS so that you can:**
- Discuss the benefits of Positive Coaching Scotland
- Understand the ethos of a Double Goal Coach
- Identify the elements of stage of development

**Understand key principle 1: Honour our sport (ROOTS) so that you can:**
- Explain the meaning of ROOTS
- Identify positive and negative practical examples of ROOTS
- Discuss tools which can be used in your coaching sessions to implement ROOTS

**Understand key principle 2: Redefine ‘winner’ (ELM) so that you can:**
- Describe ‘winning’ in a PCS context
- Identify the difference between scoreboard and mastery coaching
- Discuss methods in which you can implement mastery coaching in your sessions

**Understand key principle 3: Fill the emotional tank (E-TANK) so that you can:**
- Explain the concept of the emotional tank
- Identify ways in which you can fill a young person’s emotional tank plus have an awareness of how you could be draining it
- Describe tools which can be used in your coaching sessions to fill each participant’s emotional tank

Where this icon appears - further information is available on the page number indicated
PCS: Sport and young people in Scotland

sportscotland sees a nation where sport is a way of life. PCS can support this aim by ensuring that all young people have access to a positive sporting environment.

PCS offers a visionary new approach – a practical alternative to the ‘win at all costs’ mentality and a timely response to the challenges facing youth sport. It provides the tools and framework for a positive sporting experience that can also be character building.

Sporting provision for young people
PCS can help to create a positive experience in sport for a young person by feeding into many elements that affect a young person’s sporting life.
Key influencers in young people’s lives

By involving the whole community – sport leaders, coaches, parents and teachers – PCS can encourage a cultural shift in sport in Scotland, thereby inspiring young people to reach their potential. It sets a new standard for all the key influencers in a young person’s life.

Sport leaders

PCS can help sport leaders create a positive sporting culture within their club/organisation which will help retain numbers of members and volunteers.

Coaches

PCS can change the way coaches think about winning. It encourages coaches to reject the ‘win at all costs’ mentality and focus instead on trying harder, learning more and staying longer in sport.

Parents

Parents can use the principles of PCS to shape the way their child thinks about sport which will help them to stay involved in sport longer. PCS will highlight the potential sport has for building self-confidence through dealing positively with mistakes and teaching children valuable life lessons.

Teachers

Teachers have the ability to prepare children for the future by fostering positive life-long attitudes towards sport. PCS will contribute to the aims of Curriculum for Excellence.
**Stage of development**

The long-term player development pathway recognises that the development of a young person is a multi-staged process. It is related to the important biological, psychological and social developments which occur in their life.

The pathway begins with the youngest of children and allows them to develop basic psycho-motor skills like agility, balance, coordination and speed. These early stages are not sport specific, but instead focus on the generic skills and knowledge which are required for young people to engage in, and appreciate, all forms of sport. In addition, the pathway will encourage individuals to participate in sport for the rest of their lives. And for those with potential, it can also provide the platform for elite performance.

This approach to coaching links critically to the theory of PCS. By appreciating the need to tailor your session content to the correct level of your participant’s stage of development, you will ensure that they develop the correct skills, at the correct rate – and it will make implementing ROOTS, ELM and E-TANK a much easier process.

An example of incorrect session content includes coaches copying session plans from sport at the elite level and trying to use them with young players. This may dishearten and upset them as they may not be physically able to complete the skills/drills set. This can have a negative impact on every aspect of the PCS ethos.
### Fundamentals
- Fun and participation
- General overall development
- Agility, balance, coordination and speed
- Introduction to simple rules of ethics in sport

### Learning to play
- Fun and participation
- General sports skills
- Cognitive and emotional development
- Introduction to mental preparation
- Introduction to lifestyle management
- Introduction to warm up and cool down

### Playing to develop
- Development and sport specific skills
- General strength and conditioning techniques
- Individual training programmes
- Further development of mental preparation
- Introduction to flexibility training

### Training to compete
- Participation and performance differentiation
- Individualised event/position physical training
- Event/position specific technical training
- Playing in competitive situations
- Advanced mental preparation
- Optimise ancillary capacities

### Training to win
- Performance
- Optimisation of physical capacities and tapering target competitions
- Further development of technical, tactical and playing skills
- Modelling of all possible aspects of training and performance
- Frequent regeneration breaks
- Maximise ancillary capacities
PCS: A new coaching philosophy

There is no greater legacy as a coach than to help young people realise their potential – as people as well as athletes. By embracing the PCS approach to coaching, you will be the type of coach whom your players remember for the rest of their lives, for all the right reasons.

Your role as a coach

• Ensure participants have fun
• Inspire young people to be the best they can be in both sport and in life
• Recognise that a positive sporting experience can help develop self-confidence and self-esteem
• Equip yourself with the most effective methods and practices in your coaching

Success as a coach can ultimately be measured by whether or not participants return to your sessions.

You are the person who determines the kind of experience young people will have with sport. By embracing the Double Goal Coach ethos and its three key principles you will be able to put the PCS method of coaching into practice.

Double Goal Coach

The Double Goal Coach ethos has two main aims.

1. Winning
   • Learning to compete effectively
   • Wanting to win, not at all costs, but through concerted effort

2. Teaching young people vital, character building life skills through sport that will equip them for the future
   • Leadership
   • Handling adversity
   • Teamwork
   • Persistence
   • Compassion

These skills mirror the aims of Scottish education’s Curriculum for Excellence.
Three key principles

The following three key principles are critical factors in becoming a Double Goal Coach.

1. **Honour our sport (ROOTS):**
   Teaching respect for rules, opponents, officials, teammates and self

2. **Redefine ‘winner’ (ELM):**
   Focusing on effort, learning skills and recovering from mistakes

3. **Fill the emotional tank (E-TANK):**
   Ensuring we encourage, teach, appreciate, provide non-verbal support and know how to praise our children and young people
Double Goal Coach ethos
In your role as a coach, you will inspire young people, develop their self-confidence and give them a positive sporting experience. The Double Goal Coach ethos takes into account all aspects of positive coaching and gives you principles to follow so that you can create a positive environment and equip yourself with the most effective methods and practices to use in your coaching career.

Double Goal Coach tools
Included in this toolkit are a set of tools which are essential to the delivery of the Positive Coaching philosophy. As a Double Goal Coach they will help you create, promote and maintain a positive culture within your club/organisation.

These are the tools for delivering the PCS philosophy:

- Teaching and discussing ROOTS
- Culture keeper
- Practise through practice
- Parents’ meetings
- Developing self control routines
- Teachable moments
- Nipping problems in the bud
- Effort goals
- Stretch goals
- Effort logs
- Session plans
- Rewarding effort
- Dealing with mistakes
- Buddy system
- Fun activities
- Magic ratio
- Giving constructive criticism
- Positive charting
- Behaviour management

These tools can be used in your current coaching sessions and no doubt during your coaching career you will be able to develop and implement them in the way that best suits your role.
1. Honour our sport:

- Follow ROOTS: rules, opponents, officials, team mates, self
- Be positive role models, show emotional maturity and controlled temperament
- Treat everyone fairly and with respect – set high standards
- Use teachable moments to discuss and explain life lessons

2. Redefine ‘winner’:

- Follow ELM: effort, learning, mistakes
- Place developmental skills ahead of winning
- Use mastery coaching to set effort goals for participants
- Allow participants to make mistakes, learn from them and build their confidence

3. Fill the emotional tank:

- Follow E-TANK: encourage, teach, appreciate, non-verbal support, know how to praise
- Create a positive and fun environment
- Help participants to develop self-confidence
- Use the magic ratio (5:1) to fill participants’ emotional tanks
- Use available tools to engage with ‘coachable’ participants: buddy system, fun activities, positive charting
- Use the three Cs to deal with behavioural management: intervene calmly, be consistent, be aware of consequences

In addition to following the three key principles of PCS, successful Double Goal Coaches should always:

- Put participant health and safety first
- Communicate effectively with parents
- Be organised and prepared – make the best use of time
- Deliver an appropriate session suited to the abilities of your participants
- Engage and participate in regular CPD

See Appendix 1 – Double Goal Coach ethos
Three key principles

1. Honour our sport

Honour our sport: coaching tools
- Teaching and discussing ROOTS
- Culture keeper
- Practise through practice
- Parents’ meetings
- Developing self control routines
- Teachable moments
- Nipping problems in the bud

2. Redefine ‘winner’

Redefine ‘winner’: coaching tools
- Effort goals
- Stretch goals
- Effort logs
- Session plans
- Rewarding effort
- Dealing with mistakes

3. Fill the emotional tank

Fill the emotional tank: coaching tools
- Buddy system
- Fun activities
- Magic ratio
- Giving constructive criticism
- Positive charting
- Behaviour management

Conclusion

Next steps
1. Honour our sport

In today’s society, we face a number of increasingly challenging social and moral issues which often overflow into youth sport such as:

- Coaches focused on winning at all costs
- Pushy parents/guardians
- Disrespect for officials
- Violence on the touchline

Youth sport should not be confused with professional or elite sport. The focus of youth sport should be around participation and enjoyment, a positive mental attitude and passion – values shared with professional and elite sport but without the ‘win at all costs’ mentality often associated at the elite end of sport. It is important to recognise that youth sport should not be about winning at all costs, but should be about the development of young people. Youth coaches need to behave in a different manner from those involved in professional sport.

Within your sessions you should create a culture where honouring the sport is at the heart of everything you do. In other words your culture should simply be ‘the way we do things here’.

As a Double Goal Coach you are one of the most influential people in a young person’s life. Through sporting activity you have a tremendous opportunity to instil and reinforce positive values and to be a positive guide in a young person’s journey through life.

As a coach, it is crucial that you teach young people respect, and how to honour our sport – that is why ROOTS is such a critical factor in becoming a Double Goal Coach as it enables young people to develop life skills in and out of sport.

You should complete Worksheet 1 using positive and negative examples which you have experienced in your coaching. You can carry out a similar exercise with the young people you coach in order to raise their awareness of ROOTS.
Honour our sport: coaching tools

- Teaching and discussing ROOTS
- Culture keeper
- Practise through practice
- Parents’ meetings
- Developing self control routines
- Teachable moments
- Nipping problems in the bud

These useful coaching tools are described in more detail below.

**Teaching and discussing ROOTS**

Ensure the young people you work with are aware of ROOTS and what it stands for.

By explaining the ROOTS messages and ensuring young people understand them, you will be able to reinforce them regularly. This will encourage young athletes to give their best, stick to the rules and also have fun. More importantly, you can be proud of them and they can be proud of themselves.

Always remember you are one of the key influencers in a young person’s sporting life and you have a fantastic opportunity to teach them important lessons which will set the standard for the rest of their lives – in and beyond sport.

**Culture keeper**

A culture keeper can help to shape the culture of a club/organisation. Having this person reinforce the honour our sport messages is an excellent way of preventing many of the negative issues which can occur in youth sport.

Sport leaders, coaches, parents, teachers and even other young people can be culture keepers. The nominated person(s) should be able to relate well to others and be outgoing and engaging. Their main role is to:

- Be familiar with the three key principles of PCS (particularly ROOTS)
- Get to know the parents and other people involved with the club/organisation
- Be a role model and take the lead – demonstrate to others how to honour our sport
- Enlist the help of others to ensure everyone continues to abide by PCS
Practise through practice
Coaches normally use drills to improve a participant’s skills. You need to do the same to practise and implement the honour our sport principle.

During sessions, real opportunities will regularly present themselves where you can reinforce the ROOTS message. These can be both positive and negative situations of sportsmanlike or unsportsmanlike behaviour. If your athlete or team react well to the situation, praise them for their behaviour. If not, use the opportunity to discuss ROOTS.

To help your athletes or team understand other peoples’ roles, why not let one of the young people officiate, take times or record observations?

Parents’ meetings
Every club or organisation should hold a pre-season parents’ meeting – or even better, a parents’ workshop – to address the three key principles which underpin the Double Goal Coach ethos.

A parents’ meeting can be extremely useful – principally because parents are more likely to be ‘on side’ when they understand what the club or organisation is about. The draft agenda and notes provided in this toolkit will help you to organise and run parents’ meetings – but remember, these are suggestions and ideas only, and are not meant to be memorised or read word for word. Use your own enthusiasm and a positive and friendly delivery to bring parents on board.

See Appendix 2 – Draft parents’ meeting agenda and notes

Developing self control routines
When you feel that a decision has gone against your athlete or team, and you feel angry or frustrated, it is vital that you remain positive in front of your athletes or team and continue to honour our sport. You must remember the important position you hold as a role model for your athletes.

Everyone should have a mechanism which they use to control their temper – and you should share these ideas with your athletes or team to help them develop self control too.

Some examples of self control routines include:
• Squeezing a stress ball
• Chewing gum
• Walking away
• Taking deep breaths
• Counting to ten
Teachable moments

There are many situations that arise during practice sessions, actual games or even in professional and elite sport which can be used to teach young people valuable life lessons. These teachable moments can be both negative and positive – for example a high profile athlete behaving in a controversial way or a young athlete assisting an injured opponent. Use these situations and examples to engage the young people you coach in discussions about which situations honour our sport. You can let them know how you feel the situation should have been dealt with after they have voiced their thoughts.

As a coach you will be able to generate your own examples which will be specific to your sport and your participants’ learning.

Nipping problems in the bud

Even with all the tools provided in this toolkit, you may still face situations where players, parents or other coaches do not honour our sport. These situations should be addressed immediately and not allowed to escalate. Some coaches may find it uncomfortable to intervene and challenge inappropriate behaviour. However, without intervention this behaviour will only get worse.

See ‘Behaviour management’ section on page 28 about methods of dealing with challenging behaviours.
2. Redefine ‘winner’

To help young people become successful in life, coaches should recognise that constantly focusing on winning the game or match is a short-term achievement and may hinder young people’s long-term development.

Positive Coaching Scotland shifts the emphasis from a scoreboard culture (winning at all costs) to a **mastery culture** (winning through effort).

Professor Joan Duda of Birmingham University conducted a study during the 2000 Olympics in Sydney, using athletes coached in a mastery environment versus those coached in a scoreboard environment. She discovered a statistically significant difference in performance:

**Athletes coached to focus on mastery won significantly more Olympic medals than their counterparts whose focus was on winning medals.**
A winner in life is someone who:

• Gives their best at all times
• Continues to learn and improve
• Does not let mistakes, or fear of making mistakes, stop them from trying new things

Coaches who encourage effort, irrespective of outcome, will see their players try harder the next time.

Every experience should be a learning opportunity. Young people will fail to learn if your definition of success for them is only winning on the scoreboard.

Coaches who embrace the Double Goal Coach ethos recognise the importance of mistakes. They use them to provide educational support and teach players or athletes to learn from mistakes and bounce back from them.
**Talent trap**
Carol Dweck of Stanford University has identified that athletes can possess two different mindsets and that this has implications for coaches. These mindsets are directly linked to the mastery coaching concept.

The first is a **fixed mindset**, where athletes see their ability as being set. They view this simply as having talent or not. They are afraid of making mistakes and so hide them when they do. Their main focus is on looking good rather than learning. Dweck has described this as a ‘dead-end mindset’ as whether the athlete succeeds or not is determined by factors out with their control eg. environment or opponents.

The other is a **growth mindset**. Athletes with this mindset believe they have the ability to grow and improve regardless of the level at which they started. In essence, they believe that through effort and hard work they can get better. This links closely to how young athletes being coached by a Double Goal Coach deal with mistakes. Dweck states: “People with a **fixed mindset** think effort is for people without talent. They are afraid of making mistakes, so they hide them. Learning takes a back seat to looking good. It’s in the **growth mindset** where people believe that you can develop talent – it’s not fixed. The **growth mindset** incorporates effort, learning and recovering from mistakes and this thinking is inherent to the PCS framework.”

Coaches should take these different mindsets into consideration when giving feedback to athletes and Dweck offers clear guidance on the appropriate type of feedback to avoid the talent trap.

**Wrong feedback: “Great shot – you really are talented!”**
Although this may sound like good feedback, it actually focuses on the talent rather than the effort. This reinforces the fixed mindset and the idea that the athlete has little or no control over their development.

**Correct feedback: “Great attempt at goal! You really have been working hard in practice!”**
This reinforces the idea that the goal attempt was the result of effort and so will encourage the athlete to try harder in the future and to have more confidence to make that attempt at goal.

By continually encouraging a **growth mindset** in players, they will be better prepared to try hard and learn from any mistakes they might make.
Redefine ‘winner’: coaching tools

- Effort goals
- Stretch goals
- Effort logs
- Session plans
- Rewarding effort
- Dealing with mistakes

These useful coaching tools are described in more detail below.

**Effort goals**

Effort goals are one of the most important tools a Double Goal Coach can use. They are motivating to all players because the players can control them and can easily see when and where progress is made.

Outcome goals, on the other hand, tend to focus on the end result and do not take into account any of the effort which was made to achieve them. They can provide motivation, however solely focusing on the result can lead to increased anxiety and lowered self-confidence. Many coaches only use outcome goals but this can discourage effort as they are largely uncontrollable due to a number of external factors such as the ability and form of the opposition.

Effort goals, set at the correct level, will be achievable through time and this, in turn, will allow players to progress towards their outcome goals. Effort goals can be set over different time periods to develop particular skills or address areas of weakness. For example:

- A practice session
- A tournament or event
- The season
You can use this worksheet to involve your athletes in setting effort goals for themselves.

The table below illustrates how Worksheet 2 could be completed using various examples of Effort and Outcome Goals:

<table>
<thead>
<tr>
<th>Effort Goals</th>
<th>Outcome Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Football</strong> Run to the ball as fast as you can and attempt to make contact with the ball</td>
<td>When the ball is crossed into the box beat the defender to the ball</td>
</tr>
<tr>
<td><strong>2 Athletics</strong> Clear all the hurdles and run as fast as you can in between</td>
<td>Win the hurdle race</td>
</tr>
<tr>
<td><strong>3 Gymnastics</strong> Practice routine 6 times daily during the week before the event</td>
<td>Achieve a high score on the floor exercise routine</td>
</tr>
<tr>
<td><strong>4 Swimming</strong> Maintain a relaxed state of mind prior to swim</td>
<td>Achieve a personal best time</td>
</tr>
<tr>
<td><strong>5 Golf</strong> Focus on your correct set up prior to swinging the club</td>
<td>Drive the ball onto the fairway</td>
</tr>
<tr>
<td><strong>6 Rugby</strong> Make sure hands are out to catch the ball and keep the ball off your jersey while receiving</td>
<td>Improve catching skills</td>
</tr>
</tbody>
</table>
**Stretch goals**
Once an individual is confidently achieving their outcome goals, through effort, stretch goals can then be introduced to continue learning and development. Stretch goals go a little beyond what the individuals think they can achieve but again are achievable – with effort – through time.

Stretch goals should be carefully set and monitored to ensure they are not too ambitious or they will discourage the participant. When set at the correct level they become ‘just right challenges’ which the individual will be excited to achieve.

**Effort logs**
The effort log template supplied in Appendix 3 of this toolkit will allow you to monitor the effort put in by each athlete at your coaching session. It can also be used as a register to monitor attendance. You can complete this log on your own or enlist the help of an assistant coach or injured athlete to help. You may then choose to have a weekly reward such as a sticker, special bib or piece of equipment which the player who puts in the most effort gets to use. This will encourage the type of behaviour you want to encourage at your sessions. However, remember not to give the reward to the same players every week or others will become dispirited and feel that their effort is not being recognised.

- See Appendix 3 – Effort log

**Session plans**
As a coach, you will plan for the coming block/season using a session planner. These may look very different depending on who/where you coach. There is an example session plan in Appendix 4 of this toolkit which will enable you to actually build effort goals into your sessions so that you can put ELM into practice and promote the mastery environment.

- See Appendix 4 – Session plan
**Rewarding effort**
All coaches are able to recognise when an athlete or team has performed well. However, it is important to recognise the effort made regardless of the outcome. By doing so, participants will feel valued and their confidence levels will be maintained, leading to an increased desire to try harder next time.

**Dealing with mistakes**
Fear of making mistakes can impact negatively on the performance of an athlete or team. It is important for you to understand why mistakes are made. There are generally four reasons:

1. The athlete or team doesn’t understand what you have asked them to do
2. They understand what you have asked them to do, but chose not to do it
3. They understand what you have asked but are in the early stages of learning and are unable to achieve the task
4. They understand what you have asked but are physically unable to achieve the task

How coaches and young people deal with mistakes can be one of the most important things they do. Mistake ‘rituals’ help young people bounce back and continue to concentrate on the rest of the game. Here are some examples of mistake rituals:

- Flushing – pretending to pull a chain to flush the loo as if to let go of the mistake
- No sweat – wiping their brow as if to wipe the mistake away
- Parking – putting the mistake to one side and reflecting at a later time (during training)

Rituals like these remind athletes that mistakes are inevitable and the most important thing is how they recover from them. As a coach you should encourage your athletes to take time to reflect on the mistakes they make during practice or the game itself and then work with them to understand why the mistake was made and to learn to let go of it. Issues can then be addressed so that the athlete can learn and improve.
3. Fill the emotional tank

A young person with good self-esteem will have the confidence to try new things and make new friends. If they have confidence in themselves they will understand that if things do go wrong, they can put them right and continue to progress.

In order to build self-confidence and self-esteem in young people, it is vital that coaches give consistent encouragement and praise. For many athletes, confidence is fragile and can waiver depending on performance. Additionally, negative comments from coaches or parents can discourage young athletes and create anxiety.

Positive Coaching Scotland introduces the concept of the emotional tank. If a young person’s tank is filled then they will have more confidence and will perform better. On the other hand, if their tank is empty then they will become negative, dispirited and give up easily.

Here are ways of filling and draining a young person’s emotional tank:

**FILLING THE TANK**
- Praising truthfully and specifically
- Listening
- Showing appreciation
- Using positive body language

**DRAINING THE TANK**
- Criticising
- Using sarcasm
- Ignoring effort
- Using negative body language
Encourage your participants using verbal and non-verbal communication

Sport is a fantastic way of teaching life lessons. Coaches should utilise teachable moments.

Praise effort regardless of outcome. Pay special attention to effort goals.

Encourage and build confidence with positive body language.

Use praise to develop mutual trust by giving truthful and specific feedback.
Fill the emotional tank: coaching tools

- Buddy system
- Fun activities
- Magic ratio
- Giving constructive criticism
- Positive charting
- Behaviour management

These useful coaching tools are described in more detail below.

**Buddy system**
A coach need not be the only person responsible for filling the emotional tank. Individuals can be paired for particular exercises or practices and asked to be positive and encouraging with their partner.

**Fun activities**
When a session seems to be a bit flat, or players are losing concentration or motivation, a great way to fill their emotional tank is to include some **fun activities**. Fun activities should get the participants laughing and enjoying the break in routine – this will give them a lift for the remainder of the session.

Some examples of fun activities include:
- Dodge ball
- Rounders
- Tig

**Magic ratio**
There will be times when you have to give constructive criticism to an athlete or player as this is an integral part of the coaching process. It is recommended that when giving criticism you should give five positive comments to every negative comment. Research has shown that a magic ratio of 5:1 is ideal. Although five comments may sound a lot, they can take the form of positive body language such as smiling, winking or giving a thumbs up or high five.

See Appendix 5 – 50 ways to say ‘well done!’
Giving constructive criticism
It is important to give criticism in a manner which allows the individual to use the information and be empowered to improve. There are some methods which can be used, which will not drain their emotional tank in the process:

• Avoid non-teachable moments – find the right time to give feedback (after the match may not be the best moment)

• In private – people accept criticism better in private rather than in front of a crowd

• Ask permission – if it is something that does not require immediate comment, or that the player is not ready to hear or deal with, then seek their permission before giving feedback

• If/then statements – these can help put suggestions into context

Positive charting
Coaches will often spot things which are being done incorrectly and then try to correct or improve them. However, it is equally important – and valuable – for coaches to spot things that are being done well and to reinforce these points with the individual as this will encourage them to continue.

Positive charting is a technique used for recording positive effort. This toolkit provides you with a template of a chart which you can use within your sessions. This chart is also something you can ask others to help you complete, for example players who are sitting out, parents and other coaches. Sharing these positive points with the wider group at the end of a session will encourage greater energy and commitment next time.

See Appendix 6 – Positive charting
**Behaviour management**

Using the tools provided by Positive Coaching Scotland should help to minimise levels of bad behaviour. However, situations that cannot be ignored may still arise. If they do, then:

- Reinforce the behaviour you want
- Ignore behaviour you don’t want
- When you can’t ignore it, use the **three Cs**
  - Intervene **calmly**
  - Be **consistent**
  - Be aware of **consequences**

Remaining calm and in control is key to resolving any behavioural issues.
Conclusion

Positive Coaching Scotland can help educate young people about winning, losing and cooperation, while at the same time encouraging them to learn and develop life skills which can equip them for the future. You, as a coach, can help us to achieve this by applying the techniques and principles found within this toolkit to your involvement with young people in sport.

Next steps

• Spread the positive coaching message
• Encourage parents to attend workshops
• Visit the website: www.sportscotland.org.uk/pcs
Worksheets

Worksheet 1 – ROOTS

Worksheet 2 – Effort goals
## Worksheet 1 - ROOTS

<table>
<thead>
<tr>
<th>RULES</th>
<th>Positive</th>
<th>OFFICIALS</th>
<th>Negative</th>
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<tbody>
<tr>
<td>OPPOSITES</td>
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<td>TEAM MATES</td>
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<td>SELF</td>
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Appendices

Appendix 1 – Double Goal Coach ethos
Appendix 2 – Draft parents’ meeting agenda and notes
Appendix 3 – Effort log
Appendix 4 – Session plan
Appendix 5 – 50 ways to say ‘well done!’
Appendix 6 – Positive charting
Appendix 7 – Further reading
Appendix 1 – Double Goal Coach ethos

Coaching ethos

Other
- Health & Safety
- Organised & Prepared
- CPD

Honour our sport
- Teachable moments
- Rules
- Opponents
- Officials
- Team mates
- Self

Fill the emotional tank
- The 3 C's
  - Calm
  - Consistent
  - Consequences
- Buddy system
- Fun activities
- Positive charting
- Magic ratio 5:1

Redefine ‘winner’
- Effort
- Learning
- Mistakes
- Mastery coaching
1. Welcome and introductions

An opportunity to talk about:

- The club or organisation’s set up and background
- Who you are and why you are involved with young people
- Who other key figures in the club or organisation are

2. Positive Coaching philosophy

An opportunity to:

- Describe PCS
- Describe the Double Goal Coach ethos and three key principles
- Introduce ROOTS, ELM and E-TANK
- Explain ROOTS, ELM and E-TANK

3. Team expectations for the season

Let parents know what you expect from them and from their children over the season and stress positive outcomes:

- Every individual’s skills will improve
- Everyone involved with the club or organisation will enjoy the season
- Everyone involved will have the opportunity to participate/compete
- You might also want to ask parents about their expectations from the club/organisation and for the season ahead

You might also want them to know what you expect from them and from their children at the end of the season as at the start, and will want to be back next year.

4. Where and how to get information

An opportunity to talk about:

- League website, SGB website, local authority website
- How you let teams know about more immediate events
- How you let teams know about more immediate events –
  
Appendix 2 – Draft parents’ meeting agenda and notes
5. Equipment requirements

- Provide specific details about any equipment or kit that may need to be purchased.

6. Parent volunteer requirements and conduct

- Appoint a culture keeper to honour our sport as well as the participants and organisations.
- Emphasise the importance of committing to the culture of PCS and of the club.
- Invite people to commit themselves to specific tasks such as providing transport.
- An opportunity to:

7. Practice and game/event scheduling and arrangements

- Discuss timings and travel arrangements to practice and games & equipment kit etc.
- Distribute a list of what the athletes/players are expected to bring with them to expect in the months ahead.
- Hand out schedules of games/events at this point so parents know what to expect.

8. AOB
## Appendix 3 – Effort log

<table>
<thead>
<tr>
<th>Name</th>
<th>Attendance</th>
<th>Effort</th>
<th>Behaviour</th>
<th>Attitude</th>
<th>Water</th>
<th>Encouragement</th>
<th>Team work</th>
<th>Assisting others</th>
<th>Total points</th>
</tr>
</thead>
</table>

**Date:** ______________  **Sport:** ____________________________  **Coach:** ____________________________

**Points scale**
1. Unsatisfactory
2. Satisfactory
3. Good
4. Very good
5. Excellent
# Appendix 4 - Session plan

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<tr>
<th>DG Coach:</th>
<th>Date:</th>
<th>Aim of session:</th>
<th>Duration:</th>
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<tr>
<th>Equipment required:</th>
<th>No. of participants:</th>
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<tr>
<th>Participant information (abilities/medical issues):</th>
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<tr>
<th>Facility Health and Safety Information</th>
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<td>Telephone available?</td>
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<tr>
<td>First Aid kit available?</td>
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<tr>
<th>Participant's clothing, footwear, jewellery appropriate?</th>
<th>Potential hazards:</th>
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<tr>
<td>No □ Yes □</td>
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## Session Plan

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<tr>
<th>Positive outcomes (coaches’ goals)</th>
<th>Effort goals (pupils’ goals)</th>
<th>Activities/games/drills &amp; equipment (session content &amp; equipment)</th>
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Appendix 5 – 50 ways to say ‘well done!’

During competition

THAT’S THE WAY TO DO IT!
THAT’S GREAT!
THAT’S GOOD!
THAT’S BETTER!
THAT’S AS GOOD AS I HAVE SEEN!
GREAT WORK!
GREAT EFFORT!
I’M SO PROUD OF YOU!
YOU'RE GETTING BETTER!
YOU'RE LEARNING FAST!
THAT'S MUCH BETTER!
NICE JOB!
WELL DONE!
FANTASTIC!
SPOT ON!
GOOD WORK!
THAT'S LOOKING GOOD!
I KNOW YOU COULD DO IT!
I KNEW YOU COULD DO IT!
YOU'RE DOING MUCH BETTER TODAY!
SUPER!
BRILLIANT!
TREMENDOUS!
PERFECT!
I THINK YOU’VE GOT IT NOW!
TOP STUFF!
KEEP ON TRYING!

After competition

THAT WAS REALLY GOOD!
I'M PROUD OF YOUR EFFORT TODAY!
I'M PROUD OF YOUR EFFORT BECAUSE...
YOU REALLY ARE LEARNING QUICKLY!
YOU WORKED WELL TODAY!
THAT WAS THE BEST YOU'VE EVER DONE AT...
YOU MUST HAVE BEEN PRACTISING YOUR...
YOU DID REALLY WELL TODAY!
YOU'RE NEARLY THERE!
GOOD EFFORT OUT THERE TODAY!
## Appendix 6 – Positive charting

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<th>Player: __________________________</th>
<th>Look for: __________________________</th>
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Appendix 7 - Further reading
Our Partners

PCS is delivered by sportscotland – the national agency for sport.
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In partnership with:
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www.winningscotlandfoundation.org

POSITIVE COACHING ALLIANCE (PCA)
www.positivecoach.org

Our Founding Funder:
Wood Family Trust