

CHAPTER NINE

Case Studies for Double-Goal Coaches

PCA is an organization of coaches and athletes who collectively have experienced almost every kind of situation one can imagine on the playing field. The cases in this chapter address frequent situations in which coaches find themselves. They give you the chance to “practice” how as a Double-Goal you might respond to these situations before you encounter them for real in the heat of the moment.

You’ll get the most from these case studies if you decide on your response before you read my suggestions. Jotting your thoughts down first is even better. Keep in mind that while my thoughts on the case studies are informed by some of the best coaching minds, all athletes and teams are different, so no one size fits all.

1 | Sideline Confrontation

In a crucial situation near the end of a tight game against a strong opponent, the official makes a call against your team that appears wrong. Two parents of your players, outraged by the call, begin to yell at the officials. Your team loses narrowly. The parents continue to scream at the official while your players look to you expectantly. As a Double-Goal Coach, what should you do?

As bad as things are, they can get much worse. Your first priority is reining in your outraged parents. And I do mean “your” parents. Parents come with players, and it is your responsibility to shape their behavior as well as that of your players. Here’s how:

- If you have an assistant coach, have him take players to a meeting place away from the field. If you are the only coach present, ask your captains to gather the team at a meeting place and wait for you there.
- Approach the yelling parents to quiet them down. Be firm without causing any further escalation. “I need you to leave the officials alone right now!”
- Empathize with the parents while reminding them that they are violating your team culture of Honoring the Game. “I know that was a tough call to take, but I need you to stop and set an example for our team.” If Honoring the Game is part of your team culture, remind them now. “Remember, we’re a team that Honors the Game. We’ve got to live up to that now.”
- Thank the officials. If you agree that the bad call may have cost your team the game, this may be hard, but it would be a big Honoring-the-Game statement. “Thank you for officiating today. I know this is often a thankless job. I want you to know I will speak to my parents to make sure they don’t act this way in the future.”
- Address your team, ideally within earshot of the parents so you can talk to them through your remarks to the players. This is a great time to remind your players that they played a good game. Don’t let the controversial call overshadow their great effort. “We had a tough call at the end of the game, but I was proud of the way you kept competing. In life we don’t always get the right calls, but competitors don’t whine about it – they refocus on the next play. And that’s what you did today.”
- End by recommitting to Honoring the Game. “We’re a team that shows respect for officials even when they mess up. Thank you for not harping on them today.”
- Before the next game, talk to the parents in question to ensure they are prepared to behave themselves in the future. Wait for the emotion to dissipate, but do talk with them so they know you expect them to Honor the Game in the future.

2 Nerves and the Big Game

All week long you've had trouble getting your athletes to focus. You think they are nervous about their upcoming competition against a powerful, undefeated team. You have a few minutes with your athletes before the competition starts to get them ready to compete. As a Double-Goal Coach, what can you say?

Your goal is to prepare them to compete at their best. If the other team has more talent, victory on the scoreboard may not be realistic. On the other hand, a team playing to its fullest potential can often surprise.

At times like these, when the stakes seem high, the most committed Double-Goal Coach may be tempted to focus on a scoreboard win.

Resist that temptation. You'll get better scoreboard results if you re-emphasize the ELM Tree with your players before a big game. "I know you'd like to win today. So would I, but let's keep our focus on the ELM Tree, which gives us the best chance to win. Leave everything you have out on the field. Keep learning things that will make us better. Flush your mistakes, and focus on the next play. If we do, we'll be winners no matter what the score is at the end." Here are other thoughts:

- Encourage them to have fun. "The pressure is on them. Everyone expects them to win. We've nothing to lose. So let's have fun going all out!"
- Remind them of their preparation. "You've worked hard all week. We have a plan, so let's focus on doing what we know how to do."
- Nervous is normal (and good!). "How many of you are nervous today? Good! If you weren't, I'd be worried that you didn't care about today's game. I'm glad you're nervous. Now let's use that energy to play our game today."
- Pressure is a privilege. "We're lucky we get to play in a big game! Many people go through their entire life without experiencing what we'll experience today. So let's give it our best effort and have fun while we're at it!"

3 Time Crunch with Practice Coming

Coaching is taking more time than you thought, especially planning practices. You worry about doing justice to both your job and your coaching. As a Double-Goal Coach, how can you get more efficient at practice planning?

Designing dynamic practices is an art many experienced coaches haven't mastered. Effective practices are a huge motivational boost to players and contribute to building a successful team. Here are ways to make the most of practices.

- Use a transition ritual to get into a proper coaching attitude. I often left work thinking about tasks I hadn't finished, and not in a frame of mind to give my players the positive energy they deserved. In the parking lot I would say to myself, "I get to coach basketball today!" When I was able to say this with enthusiasm and mean it, I entered the gym excited to be with my players.
- Build practices around core activities to keep from having to create a unique plan for each practice. This keeps the focus on fundamentals throughout the season, reduces wasted energy as players learn a routine which requires less explanation, and focuses players' energy on learning new things while routine things get done efficiently as part of the core. Some core activities to make part of every practice.
 - ✓ Objectives and Priorities
 - ✓ Opening Ritual
 - ✓ Instruction
 - ✓ Skill Drills
 - ✓ Conditioning
 - ✓ Scrimmaging
 - ✓ Fun Activities
 - ✓ Team Conversations
 - ✓ Closing Ritual
 - ✓ Assessment
- Write your plan. In a crunch a bad written plan is better than the best unwritten plan. It doesn't have to be elaborate. Even five minutes to jot down bullet points with estimated times for each activity you want to do will help.
- Make safety a priority. Check out the field to ensure safe conditions. Have a first-aid kit, cell phone, and parent contact information available in case of emergency. Learn about hydration needs and ensure

adequate hydration, especially in hot weather. If yours is a contact sport, learn about concussions and how to deal with players who may have experienced one.

- Use an opening ritual to start each practice the same way to help players get ready to focus and work hard. I like to use an activity that gets them moving and working together rather than forcing them to be stationary and listen to me right off the bat. If you can find a way to make this opening ritual something the players love doing, then they are even more motivated to get to practice on time (or early)! One high school soccer coach started each practice with juggling (for team and personal records), and he usually had all of his players there with their equipment on five minutes before the official start time of practice.
- Share your top priorities for each practice with players in a quick team conversation and/or by e-mailing them or posting them on a team website for your players to see. Think about what your players need to be successful in upcoming games and spend time on that — with instruction, drills, and scrimmaging.
- Mix up practice activities for a change of pace. Use a pattern of teach-drill-scrimmage so players don't have to sit still listening for a long time before they get to try a skill and use it in a game-like situation.
- Make adjustments. If you planned 10 minutes for a drill but more work is needed on it, you can extend the drill, recognizing that something else will have to give. A written plan makes this easier to do.
- Hold short, frequent team conversations. Multiple conversations of two minutes or less throughout a practice are superior to a long team meeting of 10 minutes or more. As coaches, we often fall into the trap of talking for long periods of time, when, in fact, what our athletes need most is time playing. Make the short conversations two-way. Ask questions to get players talking, thinking, and learning. The ideal time for a team conversation is after a conditioning drill. Tired players appreciate a coach's message while they catch their breath.
- Use a closing ritual to help players reenter their daily lives. It might be a quick conversation about how practice went or one thing they can

take from it to their schoolwork, their families, and such. End a practice on a high note so they are excited about the upcoming game or the next practice. I often ended practice doing short visualization exercises that my players loved. Some teams use a high-energy cheer.

- On the way home, review what happened and formulate your priorities for the next practice while this one is fresh in your mind.

4 | Disruptive Kids

Some of your players have short attention spans and frequently disrupt team conversations and drills. Most players pay attention and do what you ask but seem as frustrated as you. As a Double-Goal Coach, what can you do?

Every coach at every level has players who misbehave, goof off, or lack focus during practice. Here are three basic principles for shaping the behavior of your players.

1. **Reinforce desired behavior.** Attention, good or bad, can reinforce behavior you *don't* want. As strange as it may seem, yelling at a kid can reinforce inappropriate behavior. Give attention to kids when they do what you want. Thank those who respond right away: “Artemio, Jalmer, Nico, thanks for hustling in!” Tie their cooperation to the team's success. “With limited practice time, it really helps when you come right away!”
2. **Ignore undesired behavior.** Vic *didn't* come when you called, so ignore him. Until he does what you want, Vic doesn't exist (actually you keep an eye on him so he doesn't get hurt). When Vic realizes he can't get your attention by misbehaving, he'll likely try to get it by complying. When he does, reward him: “Vic, thanks for doing what I asked!” This tends to work like magic, but not always, so read on.
3. **When you can't ignore, intervene in a least-attention manner.** Sometimes you can't ignore behavior — a player may put herself in danger or disrupt your practice — so intervene in a “least-attention manner.” “Tina, I need you to sit here until you can follow my

directions. When you're ready to do what I ask, you can rejoin the team." If this doesn't work, add a check-in. "Tina, sit here. I'll be back shortly to see if you are ready to rejoin the team." This is a great time for a fun activity that Tina will miss. Before she can rejoin the team, have her acknowledge what she needs to do. "Tina, can you follow my direction now?" She has to agree before you let her rejoin the team, even if it's just a head nod.

As a basketball coach, I made sure every player had his own ball.

When I wanted their attention, I said, "Hold the balls." If a player didn't, I calmly took it. If he got upset, I said, "When you learn to hold your ball when I'm talking, you can keep it." This worked like a charm.

These principles are simple but not easy. It's all too easy to get angry at misbehavior and ignoring misbehavior can feel unnatural. But if followed, these three principles will help you regain control of your team. Here are some other thoughts:

- Get to know your players as individuals. Learn their names and interests and make a connection as quickly as you can. Smile and greet each player by name at the start and end of every practice.
- Keep the three C's in mind: Calmness, Consequences, and Consistency. You'll get much farther with Calmness than anger. A calm correction connected to a Consequence works far better than a shout. And Consistency in applying consequences helps players come to understand what is expected of them.
- The best defense is a good offense. Kids engaged in purposeful and fun activities are far less likely to misbehave.
- Keep rules simple, especially with younger kids. For them, these three rules can cover almost anything: 1) Give your best effort, 2) Support your teammates, and 3) Listen when coaches talk.
- Involve older players in developing team rules at the beginning of the season. Get their agreement, including the consequences for violating them. Then when there is a violation, you can remind them of their

commitment to obey the rules and the consequences that you established together.

- Get your assistants on the same page. Your effectiveness at managing player behavior is undercut if they give attention to undesirable behavior.
- Consider making an especially difficult child Player of the Day (see page 37).

5 | Wildly Varying Abilities

You have a wide range of ability on your team. A couple of players are stars and could compete well in a higher age group. Many players are average and a few are very raw. You've noticed the better players criticizing weaker ones. How do you forge these players of wildly varying abilities into a real team?

Much of American youth sports seems determined to emulate the old East German system and channel players by ability as early as possible. Nonetheless, almost every team at every level has players of differing abilities, and the best coaches get good production from their "role players." Here are some ideas for building this group into a real team.

- Set team goals. The best team-builder is a goal that excites every member of the team. Think about a goal (like winning a league title or being the hardest-working team in the league) that is a just-right challenge for the team. When superstars see that every team member is required to achieve the goal, they'll be more likely to support the other players.
- Preach the message of the Home Team Advantage. Emphasize the importance of filling E-Tanks to get teammates to perform their best.
- Get your top players to lead. Stanford women's basketball coach Tara VanDerveer once told me the key to a hard-working team: "The best players have to be the hardest workers." Convince your best players of this, and they will set a standard for the entire team.

- Enlist your best players as teachers. Tell them if they learn something well enough to teach it, it will help them when they get to the next level. Work with them before or after practice on how to teach a skill while emphasizing their need to fill the E-Tanks of the players they are teaching. Then have them help other players learn it. You can also get all your players teaching each other with the following procedure.
 - 1) Explain and demonstrate a skill to the entire group.
 - 2) Pair players up to demonstrate the skill to each other. Encourage them to fill each others' E-Tanks as they work together.
 - 3) Intervene with those pairs who need more instruction. Give feedback out of ear-shot of others; the pair will be more open to it than if given in front of everyone.
 - 4) Ask for volunteers to demonstrate the skill in front of everyone.
- Help every player set effort goals that are "Just-Right Challenges" (see page 27). If the better players are challenged, they will use their energy to try to meet the challenge rather than putting down teammates.
- Intentionally raise the profile of "role" players. Make a point of calling out their contributions, especially their effort, in team conversation. Structure team conversations so you hear from everyone, not just the stars or the most vocal players.

6 Coaching Your Own Child

You have the chance to coach your own child. As a Double-Goal Coach, how can you make it a great experience for everyone involved with the team?

Historically, young people have apprenticed with their parents' business. My father talked with great joy about going to work in the fields of the family farm with my grandfather at the age of 12. Today there is little opportunity for this, but coaching your own child can be a wonderful experience in working together. Many parents and children look back on their times together on a sports team as some of the best moments of their lives. Here are some tips for making that shared experience a positive one.

- Ask your child. "How would you feel about me coaching your team this season?" If he has reservations, it's good to know that up front. If they are strong ones, you may want to choose to be a supportive sports parent, not "coach," this season.
- Recognize that you wear two hats. Tell your child you need to treat her like everyone else on the team when you wear your coach's hat. It helps when your child calls you "coach" during practices and games, not mom or dad. But when you put your parent hat on, she is the most important person in your life (along with other family members). Some parent-coaches even wear a special coaching cap. After a game or practice, they make a point of changing hats: "I'm taking my coach hat off and putting my dad hat on."
- Be sensitive to favoring or penalizing your child. Many coaches give their child advantages (like starting games or playing favored positions) the child hasn't "earned" by effort or talent. Few things poison the well with other parents and players like a coach unfairly favoring his own child. However, many coaches are *harder* on their own child. It's difficult to be objective about our own child, so you may find it useful to ask another person (perhaps an assistant coach) to let you know if you are treating your own child fairly compared to other players on your team.
- If you have an assistant coach, you might find it useful to regularly have him or her give instruction and feedback to your child while you return the favor.
- Don't talk about other players on the team with your child. This places him in a complicated situation and may color his relationships with other players. He is a member of the team, not your co-coach.
- Avoid sports overload with your child by doing non-sport family activities during the season. If doing sports at home, focus on having fun rather than on drills designed to make your child better. This way she will be fresh for practice rather than feeling she gets no respite from sports.
- Use PCA tools like Kid-Friendly Criticism, Asking Permission, and If-Then Statements, (see page 40) that are especially helpful to

parent-coaches because they enable athletes to hear and embrace criticism rather than become defensive.

Your time coaching your child will pass by very quickly. Whatever happens, I encourage you to stay in the moment and enjoy this special time.

7 | Making Parents an Asset

The last time you coached, parents were a negative influence that kept your team from achieving its potential. It's a new season with new players and parents. As a Double-Goal Coach, what can you do to avoid a repeat of last season?

Some coaches only want to coach kids, not deal with unruly or unreasonable parents. But kids bring parents with them. Here's how to make parents an asset to your team. (Note: The Appendix has a list of related resources.)

- When your team has been formed, call players to tell them you are excited they are on your team. Then ask to speak to their mom or dad. Tell the parent that you look forward to working with them to help their child have a terrific experience this season, and that you will soon send a letter or e-mail explaining your Double-Goal coaching philosophy.
- Use a parent meeting to review the principles of Double-Goal Coaching (ELM Tree of Mastery, Filling Emotional Tanks, and Honoring the Game). Ask them to promote these ideas with the team. Tell them you know your team will get bad calls, but ask them to commit to Honoring the Game no matter what.
- Explain that the Emotional Tank and the ELM Tree of Mastery are research-based concepts that are keys to their child's performance. Ask them to fill E-Tanks and reinforce the ELM Tree with their child throughout the season.
- Hand out the PCA Parent Pledge available on the PCA website (see page 70). After you have reviewed the document, ask them if they have any questions. Then ask them to sign it.

- Recruit "Culture Keepers" (see page 50) for the team who will work to keep other parents positive on the sidelines during games.
- When in doubt, communicate. Coaches run into problems when they assume parents understand why they coach the way they do. Don't assume. If you have rules about playing time or missing practice, for example, tell them. Ask them to contact you with concerns rather than share them with their child. Give them your contact information and let them know when to talk with you (e.g., not right before practice). Over-communicating will save you time over the course of the season, and it will enhance your players' experience.
- Fill parents' E-Tanks with truthful and specific praise when they do something positive. Thank them for helping you build a positive team culture. Try to tell them something positive about their child every time you see them (again being truthful and specific). If you do, they will think you are a genius as a coach!

8 | Playing Time Blues

You coach a competitive team in which playing time is not guaranteed but earned. You have players (and parents) who grumble about not getting to play as much as they'd like. As a Double-Goal Coach, what can you do?

Let me say right off that good coaches get players into games. They may be creative about how to do it in high-stakes situations, but good coaches – Double-Goal Coaches – get kids into games.

Lack of playing time for their kids is probably the biggest source of frustration and anger among sports parents, so this is worth your attention as it can eat away at team solidarity. Save yourself a lot of grief by making your playing time policy clear before athletes join your team. Parents and players may still be unhappy about playing time decisions, but at least they will have been forewarned.

But having done that doesn't get you off the hook for getting all your players into games. Kids love to play. They don't like to sit on the bench.

Most of the benefits of sports are tied to competing in games. Kids who sit benefit less from sports than kids who play. And lack of playing time is a big reason kids drop out of sports, which, to a Double-Goal Coach, is a tragedy.

Here are some strategies for getting more kids into games.

- If coaching elementary-aged kids in a recreation league, give all kids equal playing time even if the league doesn't mandate it. The primary goal coaching young athletes should be to have fun and help them develop a love of the game. This comes from playing, not watching.
- With middle and high school kids, tell players you reward effort and then do it. Reward high-effort players with playing time, independent of ability. Players will realize that they don't have to be as talented as the best players to get into games, they just have to outwork them! This is incredibly motivating to your weaker players. And it is a wake-up call for stronger players who will up their effort level to stay in games longer.
- Use blowout games to get kids into games *before* the game becomes a blowout. Look for mismatches coming up and start kids who normally don't start. If that puts your team behind, the starters coming into the game will have to work harder to catch up, which is good for them. If the subs outscore the opponent, they will have the satisfaction of doing it when the game was still up for grabs.
- In high-stakes games with older players where you know some players are unlikely to play much, prepare them. "We're playing a tough team this week, so you may not get in much, but you'll play more next week. Keep working hard in practice so you're ready when we need you."
- Coach all players including those on the bench. Talk about what's going on in the game. Have them watch for things that can help the team. Have them do Positive Charting (see page 39). Involve all your players, and you'll have a more cohesive team and players will work harder because they feel a stake in the team.
- Get creative like this high school basketball coach did. On a 12-person team, he called his bottom five players the "Mad Dogs." The Mad Dogs knew they would play the last minute of the first quarter and

the first minute of the second quarter in every game, whether pre-season or the state title game.

Unlike typical bench players, the Mad Dogs worked extremely hard in practice because they wanted to be ready for their moment. This pushed the starters to play harder in practice. They played all out during their two minutes. They were all over the court and were highly aggressive. Over time, they became a competitive advantage, with the team being in a better competitive position after the Mad Dogs came out.

The Mad Dogs developed increased self-confidence and a sense of possibility for themselves that helped some of them become starters. And when an individual latches onto a sense of possibility, watch out! Getting every player into every game helped this entire team perform better. So getting players into games is not just for their individual benefit. It ups the effort level – and ultimately the success – of your entire team.

9 | Losing Badly (and Well)

Your team is consistently overmatched in games. You've lost your first few games convincingly, and you fear you might be looking at a no-win season. You get embarrassed and frustrated during games. As a Double-Goal Coach, how do you motivate players to maintain effort and improve in the face of a string of blowout losses?

It's not easy to keep our composure in the public fishbowl of one-sided losses. But it is worth remembering that it is often when things go wrong that Double-Goal Coaches can have the most impact.

Here are some strategies for dealing with this challenge:

- Prepare yourself. Tell yourself you are going to be upbeat throughout the game no matter what. Visualize yourself encouraging players when they do something right. Stay positive in your verbal comments to fill their Emotional Tanks, which are going to drain as they get behind. Make this about giving your players what they need to keep playing hard rather than about how embarrassed you are by the scoreboard.

- Establish your game face and keep it on throughout the game. Your game face (which includes your posture) should be of a coach who is proud of his players and continues to coach and teach throughout the game. Emulate the great coaches who outwardly react the same to a touchdown by their team as to an interception by the other team.
- Remember that a mastery approach works in blowouts as well as tight games. Remind players constantly of the ELM Tree. Reinforce those who try hard against more talented players. Focus on the improvement individuals and the team are making.
- Use Effort Goals to give your players something within their reach to shoot for. See page 25 for how one coach “moved the goal posts” to keep his players motivated throughout a no-win season.
- Break each game into bite-size chunks of time.

✓ “Let’s see if we can tie or win this inning!”

✓ “Let’s give it everything we’ve got for the last three minutes of the half.”

If you do, you may be pleasantly surprised by the end of the season. I once got my baseball team to adopt an inning-by-inning focus after we fell behind 6-0 in the first inning of a playoff game. We tied a couple of innings and even won one although we lost the game badly. We won our way through the loser’s bracket to come within one game of playing that same team again for the championship, losing to a talented team in extra innings.

- Endorse yourself after a loss for being a Double-Goal Coach who helps players learn to persevere in the face of adversity. That is a lot more important (and harder) than coaching a team that wins easily and often.

10 | Using Assistant Coaches Effectively

At first you were glad to have a couple of parents help you coach this season. But now they seem more trouble than they are worth. You’re not really sure how to use them to help the team get better. As a

Double-Goal Coach, how can you integrate assistants so they add value to your players and team?

Our society’s mythology glorifies the individual leader, but great organizations are usually led by leadership teams. Sports teams are no different. Forge your assistant coaches into a cohesive leadership team, and you will accomplish much more. And you will address a huge problem with youth sports practices – too many kids standing around.

The tradeoff is control versus reach. If you do all the coaching, you can do it to your standards. However, integrating assistants into your leadership team will extend your impact on your players. But that requires delegating, something many coaches either aren’t willing or don’t know how to do. Here are some thoughts about how to do this well:

- Familiarize assistants with your Double-Goal coaching philosophy by using the Double-Goal Coach Job Description (see page 70). Get their commitment to help build the team culture you want before empowering them.
- Assign them to fill E-Tanks of all players in early practices and ask them to share what they did. Make overlooked players the focus of the next practice. Make your assistants tank fillers, and it will have a huge impact on your team.
- Here are three ways to delegate to assistant coaches:
 1. **See and Do:** Assistant watches you teach a skill and replicates it with another group of players.
 2. **Plan and Preview:** Assistant plans to teach a specific skill at an upcoming practice and previews it with you before trying it out on the players.
 3. **Do and Report:** Assistant teaches a skill to part of the team and reports how well it went.
- Involve assistants in practice planning and carve out active roles for them in games.

Create a strong leadership team and you also prepare your assistants as Double-Goal Coaches who will go on to positively impact many youth as head coaches in the future.

Your Legacy as a Coach Revisited

Much of what we do in life doesn't seem to leave much of a trail. We can work hard for a long time without much visible impact.

But coaching is a place where we can see our impact.

And if we are Double-Goal Coaches, we see it both in how our athletes compete and how they turn out as adults. If during their time with you, your players learn to embrace the ELM Tree of Mastery, fill Emotional Tanks of those around them, and Honor the Game, they will be successful in their career, family life, and the larger community. They will be contributing citizens of which you, and our country, can be proud.

Someone told me years ago that there is little in life as satisfying as being part of someone else's success. Coaches are ideally positioned to be part of their players' success, perhaps more so than any other adult other than parents.

This book and Positive Coaching Alliance are intended to support you to be the kind of coach who makes a lifetime of difference.

But I want to challenge you to go beyond your individual influence as a coach to have an even bigger impact on our nation's youth. By joining the PCA Movement, you become part of a virtual team that is committed to transforming youth sports so sports can transform youth.

And because sports has so much symbolic importance in this society, if we transform youth sports, we will transform the entire society. That's how important PCA's mission is.

Here are a few ways you can help extend the PCA Movement.

- Continue learning to become the very best Double-Goal Coach you can be. PCA has multiple live and on-line workshops and books that go beyond the material in this book.
- Sign up for the *PCA Connector*, our weekly electronic newsletter with tips and other useful information.
- Become a Positive Coaching Alliance member.
- Tell others about PCA. If you have friends and relatives involved with youth sports, perhaps in other parts of the country (or world), refer them to PCA's web site.
- Encourage your schools and youth sports organizations to partner with PCA.

Information on all of the above is available at www.positivecoach.org, by calling (toll-free) 866-725-0024, by e-mail at pca@positivecoach.org, or by mail at Positive Coaching Alliance, 1001 N. Rengstorff Avenue, Mountain View, CA 94043.

John W. Gardner, once said, "Meaning is not something you stumble across, like the answer to a riddle or the prize in a treasure hunt. Meaning is something you build into your life."

Being a Double-Goal Coach in the lives of youth athletes is a sure-fire way of building meaning into your life. It will enrich their lives and yours. That is my wish for you and all the athletes you coach.