


# Game Charts

*The ultimate teaching tool for baseball coaches*



*By Coach Bob McCreary*  
*Founder - [BaseballByTheYard.com](http://BaseballByTheYard.com)*



*"After having played Division 1 baseball myself, and thinking I knew a lot about the game, in 9 years alongside Coach Bob McCreary, I realized I still had much to learn, and through working with him I learned a ton. I am lucky to have enjoyed considerable success with the teams I am now coaching as well, including one American Legion State title and two High School State titles - teams comprised of many players who have gone on to enjoy great success at the next level. As I have continued as a head coach, I still continuously use Coach McCreary as my own #1 resource for all baseball questions, drills, and situations that arise, and he is the first call I make whenever I need an instructor for a camp. Coach McCreary respects the game, and he truly understands how to communicate it to coaches and players."*



*Coach Kevin Manero  
Head Coach - North Penn High School  
Lansdale, PA  
4A State Champs - 2013, 2015*

## A message from Coach Bob McCreary!

**Hello and thank you** for your interest in this seminar! I am honored to know that with all the choices out there you have for baseball information, you chose my work. I am also reminded of advice given to me by my father growing up. He said **“always do more than what people expect.”** My goal for the video seminar and this accompanying eBook is to do just that. I hope that you find the information in the video to be very valuable to you and the players you work with. I also hope you take the time to read through this eBook in its entirety to get the most out of the information it



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# About the Author

I'm Coach Bob McCreary and I am the creator of [BaseballByTheYard.com](http://BaseballByTheYard.com), the website that teaches players, coaches, and parents how to play the great game of baseball.

To put it mildly, I come from a baseball family. My grandfather was a pitcher for the Philadelphia Phillies in the 1930's and my father was a college player and coach. Needless to say, I was learning some pretty high level stuff at an early age. In December, 2010, I started Baseball By The Yard as a way to pass on as much as I could about the game to those who were not as fortunate to be surrounded by the great baseball people I had in my life.

I went on to play high school, college, and professional baseball myself which was a direct consequence of learning how to properly play the game at a young age. After finishing my professional career, I jumped right into teaching and coaching. For the past 20+ years I have coached at the Little League, middle school, high school, college, and professional levels. I have also been involved in numerous camps, clinics, speaking engagements, and private/group lessons for all age groups and ability levels.

Having played and coached at just about every level in baseball combined with my 20+ years in education, I think I have a unique skill set that allows me to pass on the game to all age groups in a clear and easily understood manner. I have many comments from readers of my site that I think can attest to that.

If you'd like to see more about me and my career in baseball, you can check out the [\*\*\*Coach's Bio\*\*\*](#) page on my website.

I hope the seminar and this eBook provide more usable information than you expected. That is always my goal when I create them. If you think I did, please tell others and direct them to [BaseballByTheYard.com](http://BaseballByTheYard.com).

Enjoy the seminar and best of luck wherever your baseball journey leads you!

Should you ever have questions or comments about this eBook or seminar (or anything else baseball related for that matter!), feel free to contact me at [BaseballByTheYard@gmail.com](mailto:BaseballByTheYard@gmail.com).

# Quick, do this first!

At the end of this eBook you will see a four-page worksheet to use while watching and processing the information in the seminar. As you will see, it contains open areas for note taking as well as some synthesizing questions that can help prioritize the information and tailor it to you and/or your team's needs. Quite often, information that we learn becomes much more valuable to us in practical terms when we are forced to think about how we would utilize it. We all have unique coaching environments that include different ages, player abilities, amount of practice space, access to equipment, and other factors that effect how we run our teams.



You may print out the last four pages of this eBook to get the worksheet or you can access the same worksheet on the [Resource Page](#) on my website. It is labeled "*Seminar Worksheet*." I provide Microsoft Word and pdf versions for your convenience.

If you have the worksheet in front of you and complete it thoroughly as you watch and process it after, I think you will find that it will lead to better, more efficient instruction that can lead to better outcomes and more fun for your players.

# Seminar Outline and Times

Below is an outline for the video in case you want to skip around to parts on which you would like to focus. There are seven Modules (I screw up and say “six” in the Introduction! Oops.) The times are listed as well for your convenience.

	Introduction	0:00 - 3:03
<b>Module 1</b>	What is a Game Chart?	3:04 - 9:35
<b>Module 2</b>	How to fill in a Game Chart	9:35 - 17:55
<b>Module 3</b>	Analyzing a Beginner’s Chart	17:55 - 44:42
<b>Module 4</b>	Analyzing an Intermediate Chart	44:42 - 1:28:08
<b>Module 5</b>	Analyzing an Advanced Chart	1:28:08 - 2:02:07
<b>Module 6</b>	Take Aways	
	- Beginners	2:02:07 - 2:05:54
	- Intermediate	2:05:54 - 2:10:03
	- Advanced	2:10:03 - 2:16:36
<b>Module 7</b>	Analyzing Game Charts for Hitters	
	- Beginners	2:16:36 - 2:25:55
	- Intermediate	2:25:55 - 2:32:10
	- Advanced	2:32:10 - 2:42:44
	Conclusion	2:42:44 - 2:44:07

# Seminar F.A.Q's

***Q: What age groups are covered in the Beginner, Intermediate, and Advanced sections?***

**A:** The Beginner sections are generally for players from 7 to as high as 10 years old. These are players who are just learning the foundations of the game. The Intermediate sections are for players 9-15 years old who have a bit more experience in the game. The Advanced sections are generally for high school, college, and professional level players. Of course, this all depends on the player. There will be some concepts brought up in the seminar that younger, more advanced players may comprehend. On the other hand, some Intermediate concepts may be better suited for some lower-ability high school players. Tailor the information to the needs and abilities of the individual player.

***Q: Any recommendations for watching the seminar?***

**A:** I do not recommend you watch the whole thing in one sitting. It is a lot of information. Watch pieces at a time and use the worksheet at the end of this eBook to help process the information. Watch a little, take some notes, process what you have learned, and then come back and watch another section. Repeat.

***Q: Can I watch the seminar on my phone or tablet?***

**A:** You should be able to watch the seminar on any device. If you run into trouble, contact me at [BaseballByTheYard@gmail.com](mailto:BaseballByTheYard@gmail.com).

***Q: Analyzing these Game Charts takes some time? Will my players enjoy the process?***

**A:** First, I have found that all players want to get better. Sitting down and going over the chart with them gives them great information to make them better. It also shows them that you (the coach) cares enough about their progress to take the time to analyze it with them. Do this with all your players and they have less of a chance to say you play favorites. Second, success in anything involves doing the things other people don't want to do. A lot of players and coaches look for the quick fix, the magic drill, or the fancy new piece of equipment that can shortcut their way to success in the game. Baseball doesn't work that way.

Success in the game is a slow, methodical process of daily learning and constant adjustment.

***Q: When do you schedule these sessions?***

**A:** These sessions can be before practice, after practice, or during practice. Multiple coaches can divide up the work. Rainy, indoor days are a great time! Heck, make a video like I did and send it to the player! Be flexible and fit them in whenever it works best for you. Other suggestions are listed in a fire chapter of this eBook.

***Q: I'm not sure I have the experience to effectively analyze these charts like you did in the seminar. Can you help me with that?***

**A:** Yes, I can! A later Chapter in this eBook (titled “*Consulting*”) is a future option for coaches, parents, and/or players in this situation.

***Any other questions? Send them to Coach McCreary!  
[BaseballByTheYard@gmail.com](mailto:BaseballByTheYard@gmail.com)***









## So ... what are Game Charts?

In practical terms, Game Charts are a record keeping system that coaches and/or parents can use to record and later analyze all the pitches and at-bats during games. Coaches, pitchers, catchers, and hitters all can benefit through their use.

Most of the time, “Game Charts” are referred to as “Pitching Charts”. Because they can be used for pitchers, catchers, and hitters, the title *Game Chart* works better for me than *Pitching Chart*. For the purpose of this eBook and the seminar, I will always refer to them as *Game Charts* but if you prefer *Pitching Chart*, I certainly will not object.

Here is what Game Charts can allow you to record, tabulate, and/or analyze with players to teach them more about the game:


- 🏈 Player accountability
- 🏈 Pitch totals
- 🏈 True definitions of success and failure in baseball
- 🏈 Types of pitches used
- 🏈 First pitch strikes
- 🏈 Baseball IQ
- 🏈 Number and percentage of strikes per type of pitch thrown
- 🏈 Self-adjustments on the mound or at bat
- 🏈 Patterns of a pitcher
- 🏈 Developing focus
- 🏈 2-strike hitting
- 🏈 Mental toughness in key situations
- 🏈 Properly handling adversity
- 🏈 Setting up batters
- 🏈 Overall game strategy and mindset
- 🏈 Opposing team/pitcher in-game and/or advanced scouting
- 🏈 Opposing hitters in-game and/or advanced scouting
- 🏈 A batter's strategy (or lack of) at the plate
- 🏈 Situational hitting
- 🏈 A catcher's pitch calling pattern
- 🏈 On-deck mind set


-  Strengths and weaknesses of batters
-  Out pitches vs “get-me-over” pitches
-  Teaching leadership to catchers
-  Batting order roles
-  When to go to the mound to talk to pitchers
-  Individual vs Team goals
-  How to handle the 15 seconds between pitches
-  and more!


As you will see in the Seminar, Game Charts can be used at any age level. You will also see that the analysis of them can be watered down as well to fit the comprehension abilities and attention spans of even the youngest players with whom you work.


# Why Game Charts?


Still not convinced? look at the following statements and see if they sound familiar to you.


 *“Why is it that as the physical instruction in the game has increased the mental side of the game (their approach) seems to get worse each year?”*


 *“I am so tired of having to think for every player on the field. Shouldn’t they be more mentally exhausted then me after a game?”*


 *“I wish my pitchers would have a game-plan when they took the mound as opposed to just throwing.”*


 *“I’d love for my catchers to call the game themselves but they have absolutely no idea how to do it.”*


 *If only I could get all nine batters to have a half descent, more consistent approach at the plate.*

 *I’d love for every player to have a tailored, goal-oriented approach to practices instead of a one-size-fits-all approach to practice organization.*

 *My pitcher has six pitches but can’t throw one for a strike. How do I convince him to stick with just one or two for now?*

 *If I have to sit through another 30 pitch inning or a three-hour game I may just commit an atrocity.*

 *How can I get my players who are stat driven to have a team-first concept?*

 *How can I teach my players how and when to be more mentally tough?*

Any of those sound familiar? I bet a lot of them did. If that is the case then Game Charts are for you!

***Game charts, in my opinion, are the single best way for players to learn how to think for themselves on a baseball field.***

If used effectively, players and coaches can begin to notice more of the game within the game. Developing an awareness to this side of the game is usually what separates good coaches and players from great. It can also allow the less talented to think their way into success by, in part, developing an approach that plays to their strengths instead of their weaknesses.

As players get older, the game gets faster. Players are stronger, quicker, and physically better able to play the game at each higher level. If you do not have the natural abilities to keep up with the speed of the game, your career typically comes to an abrupt end. However, players who can play to their strengths and to their opponents' weaknesses can last in the game even though their physical skills may be sub par. This takes a keen awareness of what goes on around them during games. Having this awareness allows players to better predict what the opposition might do in a given situation. Recognizing these things earlier allows players to make adjustments more quickly than more reactionary style players who just rely on their physical skills to kick in after the play starts.

***Simply put, Game Charts teach players how to have a better mental approach to the game.***

Today's baseball players are getting an incredible amount of instruction to improve the physical mechanics of the game. Unfortunately, the mental side of the game seems to be lacking more and more. This doesn't seem rational due to how much of the game is mental. Ask any group of baseball coaches the following question:

***What percentage of baseball success is mental?***

The answers you get will typically be between 60% - 90%. Follow that up with the next question ...

***What percentage of your practices / instruction is specifically geared towards improving the mental side of the game?***

The reaction you get is usually "crickets" and blank stares. Basically, not much mental instruction is happening at all. We coaches tend to just hope players will absorb what they need mentally by playing more games. But is scheduling more games the answer? I don't think so. Some premiere youth AAU/travel teams brag about playing 60, 80, or even 100 games in a season! And if you watch them play, you still see the same lack of mental awareness you see in kids playing a 15 game "rec league" schedule. Clearly, more games are not guaranteeing that players will pick up the mental skills needed to play at a higher level.

As I alluded to earlier, I believe Game Charts are the best way to address this mental side of the game that we all agree is needed for optimal performance on the baseball field.

# What do Game Charts look like?

Do a quick Google Image search for “Pitching Charts” and you will see a ton of generic templates and ones specifically made for teams and organizations. For the seminars, I created my own version using the *Tables* feature within *Microsoft Word*.

Although there are many configurations, most charts are going to be a variation of the following.

**Pitching Chart**      Date: \_\_\_\_\_ Opponent: \_\_\_\_\_

Pitches: 1 = FB, 2 = CB, 3 = SL, 4 = CH, 5 = \_\_\_\_\_, 6 = \_\_\_\_\_

This version also happens to be the one I created for the seminar.

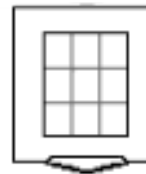
**Note:** A Word copy of the one I used can be found on the [Resource page](#) of my website in case you would like to tweak it. A pdf version is there too if you choose to use it as is.

You'll notice that there is room for the batter's name and number on the left side. Each of the boxes to the right of each batter are areas to record each at-bat for that particular batter. The two rows of small boxes on the top represent the pitch sequence in that at-bat. The top row are the pitches that are balls and the bottom are the strikes. The number that is entered in the pitch sequence box depends on the type of pitch thrown. The key above the chart can be used to determine that. Under the two rows of the pitch sequence is an area to indicate what happened in that at-bat. The picture to the right is an inning's worth of boxes based on a youth pitcher who only throws fastballs. It is a snapshot of one of the eleven sheets I use during the seminar.

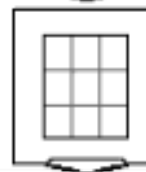
Jones	B								
	S	1	1					1	1
	6-3 ①								
Smith ②	B	1	1	1	1				
	S								
	BB > 11								
Murphy	B			1					
	S	1	1		1				
	K ② 15								
Jackson ②	B		1	1	1		1		
	S	1					1		
	BB / 21								
McGovern Wilson	B	1							
	S		1						
	F-3 ③ 23								

On the next page are snapshots of two others I found online. As you will see, charts can get pretty complicated depending on the level and the needs of the coach.

Inning: _____	1	2	3	4	5	6	7	8	9	10	11	12
Outs: _____	Pitch											
ROB: 1 / 2 / 3	Result											
Player: _____	Number: _____	Bats: R / L										



Inning: _____	1	2	3	4	5	6	7	8	9	10	11	12
Outs: _____	Pitch											
ROB: 1 / 2 / 3	Result											
Player: _____	Number: _____	Bats: R / L										



Pitcher: Williams		Series Game: 2		Visitors: Wildcats		R	H	E
Catcher: Gonzales		Site: Orlando		Home: Tigers				
Charter: Halbert		Date: 4/21/11		Game Time: 7:00 PM		Weather: Clear		
1 - Middle Fastball	2 - Curve	5 - Split Finger	H - Hit in Play	F - Foul Ball	S - Swing & Miss			
11 - Outside Fastball	3 - Change-up	6 - Cut Fastball	C - Check Swing	B - Bounced	D - Drag Attempt			
12 - Inside Fastball	4 - Slider	7 - Knuckle Ball	H - Hung	MS - Missed Spot	I - Inside			
C Pop Time	P to Home FB/OS	Kick Time FB/OS	Arm Slot	OP - Off Plate	O - Outside			
1. 2.1	4. 1B Runner: 1.4 / FB	Slide Step: 1.39 / 1.28	Over Top (3/4)	Circle - High Pitches				
2. 1.97	5. 2B Runner: 2.1 / OS	Half Kick: /	Low 3/4 / Sidearm	Picks: Pre-set, Set, Long				
3.	6. 3B Runner: /	Full Kick: /	Submarine	2B Runner Kick: Slide / 1/2 / Full				

**Notes:**

#11 R (L) B	11 S (1) F 3 F H	Stride	Pitches	Picks	Basic Abbreviations
Name S	3 11 B 12 3	O - Open	FB - Fastball I	Pre-set - Before Set	
Fuller		E - Even	OS - Off-speed	Set - Set Position	
Stride: O/E/C/L	6-3	C - Closed		Long - Long Hold	
H to 1B: 3.99		L - Lunges			

#27 H (L) B	12 F 4 44 F F 11	H to 1B
Name S	3 MS 1 4	Home to 1B Time
Smith		
Stride: O/E/C/L	BB	
H to 1B: 4.1	SB	

#22 R (L) B	H
Name S	3
Dover	

# How are Game Charts different from Scorebooks?

First of all, a scorebook sheet usually looks something like this ...

[illegible]

Scorebooks typically involve recording every player who appeared in the game, the result of each at-bat, the score, and some basic stats like RBI's, Runs, Earned runs, etc.. It is what every team is expected to complete during a game according to the rules in most leagues. The major difference between a scorebook and a game chart is that a game chart typically offers more pitch detail within each at-bat for coaches, pitchers, catchers, and hitters to analyze later. As you will see in the seminars, these details are what make game charts worth their weight in ***GOLD!***

As my picture of the scorecard above shows, some do provide small boxes to indicate the pitch count during each at-bat. However, a game chart is going to provide the space to indicate the type of pitch as well. More advanced models (like one of the previous snapshots) can even allow the recorder to indicate the location of each pitch too.

I suppose there are scorebooks out there (print, apps, or software) that can accomplish everything a Game Chart would cover but I have found that separating the two provides for a much less complicated analysis session. I find it easier to see as well compared to cramming all the information both charts require onto one page.

## Who should complete the charts?

Game charts can be filled in by a variety of different people depending on your needs. A coach or parent can certainly take on that responsibility. If old enough, players can do it too. It may seem easiest to hand it off to whomever is willing to do it but make sure you consider the person carefully. There is a lot more that goes into deciding than you might think.

The charts on the following pages give some of the pros and cons based on who you choose (or who is available) to complete the chart. I then provide my picks and a rationale for each.

Person completing the chart	Pros	Cons
<b>Parent</b>	<ul style="list-style-type: none"> <li>Can allow coaches and players to focus on the game</li> <li>Motivated is high to do the job right</li> <li>Can do enough math to tabulate totals and percentages</li> </ul>	<ul style="list-style-type: none"> <li>May be seated too far away from coaches to use during a game</li> <li>Problems develop if parents are too close (or in) the dugout.</li> <li>May loose focus when their son is pitching/ batting</li> <li>May require instruction on how to fill out</li> </ul>
<b>Asst. Coach or team official</b>	<ul style="list-style-type: none"> <li>Will know how to complete the chart without much guidance or teaching</li> <li>High motivation to get it right</li> <li>May be the coach who analyzes the chart with the pitchers/players</li> <li>Can analyze and utilize the information on the chart during the game</li> </ul>	<ul style="list-style-type: none"> <li>May take him away from more important game responsibilities</li> </ul>
<b>Bench Player</b>	<ul style="list-style-type: none"> <li>Keeps them occupied</li> <li>Provides them with a valuable role</li> <li>Player can learn to analyze the game/ pitcher as he records which may benefit his game</li> </ul>	<ul style="list-style-type: none"> <li>May get distracted easily</li> <li>May not be old enough to take it seriously</li> <li>May think of it as punishment</li> <li>May perceive the role as demeaning or beneath him</li> <li>May get caught up in the game and forget to record</li> </ul>

Person completing the chart	Pros	Cons
<b>Pitcher</b>	<ul style="list-style-type: none"> <li>⚾ Forces them to think about their own pitching</li> <li>⚾ Provides information about batters they may have to eventually face</li> <li>⚾ Keeps them occupied</li> <li>⚾ Provides them with a valuable role</li> <li>⚾ Pitcher learns to analyze the game/ pitcher as he records</li> </ul>	<ul style="list-style-type: none"> <li>⚾ May get distracted easily</li> <li>⚾ May not be old enough to take it seriously</li> <li>⚾ May think of it as punishment</li> <li>⚾ May perceive the role as demeaning or beneath him</li> <li>⚾ May get caught up in the game and forget to record</li> </ul>


Personally, if I had to pick which person I wanted to take on that responsibility, it would largely depend on the age group I was coaching. The chart below shows my picks and the rationale, all things considered.


Age Group	Chart person	Rationale
<b>up to 12 yrs old</b>	<b>Parent or Team Official (non-coach)</b>	In this age group, you need all coaches to be hands-on since the focus is more on safety, game/player management, and instruction. Game charts, although important if used correctly, are a secondary focus. Try to use the same person if you can and if you choose a parent, consider their “presence” around the team. A trusted team-official/manager would be my first choice. I would have no problem with the person completing it away from the dugout.


Age Group	Chart person	Rationale
<b>13 to 15</b>	<b>Team manager</b>	At this age, I would try to get parents away from any game responsibilities. If you are a middle-school coach, a student-manager is best. They volunteer to help out so put them to work. This allows for consistency by having the same person do it every game. That's their job.
<b>16-18</b>	<b>Team manager or player/pitcher</b>	At this age, we are generally talking about high school, American Legion, or other AAU/Travel teams. Ideally, I would want a pitcher on this job, preferably one who is the next game's starter. This is not always possible since pitchers at this age typically play other positions on non-pitching days. If this is the case, a team-manager would be my choice. If you choose a player/pitcher, be sure to switch the duty around so players do not feel as if this is their only role. Of course, if a player wants to do it all the time then let him! A quick lesson at the beginning of the season for all your players on how to complete the chart is a big help. Be sure to stress accuracy and the importance of why the charts are kept.
<b>Above 18</b>	<b>Starting pitcher</b>	This is usually SOP (Standard Operating Procedure) at the college level where pitchers do not usually play other positions. I would have this duty given to the next game's starting pitcher to help them mentally prepare for their game. This is especially the case if they will be pitching against the same batters. Quite often, this is how teams at the minor league levels handle the duty.


# Suggestions for using Game Charts


Before I show you what is covered in the seminar, I wanted to give a few suggestions or tips in order to help you use them most effectively with your players. I touch on a number of other tips during the seminar but thought I would add several more here.


 **Be careful when you use them.** I don't know about you but if I had a bad game either as a batter or pitcher, the last thing I wanted to do immediately after the game was to analyze my at-bats or my pitches with a coach. This would especially be the case if it was my dad. Thankfully my dad played the game so he knew to stay away and not say much right away. Unless the player himself asks to go over a bad game, it is usually best to wait a while before bringing out the chart and analyzing things. There is a lot of truth about males needing to run to their "man cave" to process when things are not going well. Do not follow them in! Wait until they emerge. They will be much more receptive if you do.


 **Don't forget the catchers.** One of the biggest jobs for a catcher is to try and be on the same page as his pitchers. When you sit down with pitchers to analyze their charts, be sure to have the catcher there as well to get their input. They will benefit just as much by hearing what you have to say to the pitchers. Heck, bring in the back-up catcher you are trying to develop as well to be a fly on the wall.

 **Let players speak too.** Some players will naturally speak up and add to the conversation. Some will not out of respect for you or just because of shyness. Either way, be sure all players present are aware that their vocal participation is expected and a necessary part of the learning process. If some have trouble, ask them open ended questions and avoid those that just require a yes or no answer. Follow up with statements like "expand on that for me" or "tell me more about \_\_\_\_." These typically get the player to dig deeper in a non-forceful manner.


 **Start and finish with a “sandwich.”** A “sandwich” is a three tiered set of comments where you start with a compliment regarding something positive you saw during the game. You follow that up with some constructive criticism and then finish with another compliment or by reiterating what you said first. This can calm a timid player who thinks his analysis session will be a butt chewing. No matter how bad the performance was, using this technique breaks the tensions and shows the player that it wasn’t all bad and that this is a learning session, not a scolding. After going through the charts, use the “sandwich” again to wrap up.

 **Set some SMART goals.** *SMART* is an acronym for Specific, Measurable, Achievable, Relevant, and Time-oriented. Do not have the player leave until at least one SMART goal has been set. In the seminar, I go through numerous stats that can allow the player to focus on a Specific, Measurable areas for improvement. If a pitcher is involved, maybe bumping up his percent strikes 5 points is Achievable and Relevant. Make it Time-oriented (during next bullpen session or outing) so that the player focuses on immediate improvements. Writing them down provides more accountability and gives you something to assess and talk about during the next analysis session.

 **Encourage mistakes.** Baseball is hard. That’s why more and more kids play soccer. You can hide in soccer and you never strike out. Expect players at all levels to make mistakes. A lot of mistakes. Encourage them! Many are not used to thinking for themselves on the field. When they try, they are going to screw up. And that’s ok because screwing up is still the fastest way to learn the game. The focus should always be to not make *the same* mistake over and over. Yelling at a player who thinks for himself will only ensure that he will not want to think for himself again. Do this and players will develop a greater ability to handle adversity and grow their mental toughness.

 **Redefine success.** Players way too often focus on stats that really do not go far enough in determining whether they are actually playing well. Batting averages along with some other popular stats can be very deceiving. Walking your players through their at-bats using the Game Charts can work wonders for redefining “success” on the field. You can explain to a hitter who went 0-4 that he took four great approaches to his at-bats. Conversely, you can explain to a pitcher who struck out the side that he probably threw 15 extra pitches

(“wasted pitches” as I show and explain in the seminar) and could have thrown another inning had his approach been better.

 **Ditch them as needed.** I bring this point up in the seminar. If a player is not ready either mentally or emotionally to handle these evaluations, don't do them. Most players will benefit from them but Charts are not a one-size-fits-all strategy.

Baseball is quite possibly the most mentally draining game there is due to the amount of failure that players will inevitably go through. Game Charts can not only help to decrease the amount of failure but also enable coaches to guide their players in a positive manner through the mental minefield otherwise known as the game of baseball. The more you use Charts, the better you will get at analyzing them on your own and with your players. It will take some time but it will be well worth the effort!

## Related Posts and Videos

Here is a list of links that will take you to written and video posts I have done through the years that are related to the content in this seminar. This list is not all inclusive. Be sure to look beneath every post on the page it takes you to for a further list of related posts. On the right hand side of [BaseballByTheYard.com](http://BaseballByTheYard.com), I also have a Search Box and a Categories drop-down menu to help with other searches. If you have a specific need and cannot locate a post about the topic, please do not hesitate to contact me at [BaseballByTheYard@gmail.com](mailto:BaseballByTheYard@gmail.com). I'll be glad to help!

### **Related posts for pitchers:**

[How to throw more strikes with your breaking pitch](#)

[How to throw a better 2-strike breaking pitch](#)

[“Get me over” breaking pitches](#)

[You may not need a breaking pitch](#)

[Get strikes by throwing strikes](#)

[Change your sights for more strikes](#)

[Throw to the center of the plate](#)

[More reasons to throw strike one](#)

[5 things hitters want pitchers to forget](#)

[How to throw more strikes - visual tips](#)

[The cornerstone of any pitching program](#)

[Pitching around a hitter](#)

[Over pitching \(Part 1\)](#)

[Over pitching \(Part 2\)](#)

[Great from pitch #1](#)

[The 2-2 fastball](#)

[There is no such thing as a wrong pitch to throw](#)

### **Related posts for hitters:**

[Looking away with two strikes](#)

[Quadrant hitting - Part 1](#)

[Quadrant hitting - Part 2](#)

[Should you swing at the first pitch?](#)

[Pay attention to your first at-bat](#)

[How to better see the ball out of the pitcher's hand](#)

[Swing until my eyes tell me no](#)

[Should you swing 3-0?](#)

[Does your swing match your thinking?](#)

[Dugout cards - helping batters improve their approach](#)

[eBook - 50 hitting drills](#)

[How pitchers tip-off their pitches](#)

[Hitting: The five stages of focus](#) (The mental approach to an at-bat)

### **Related posts for catchers:**

[Receiving high and low pitches](#)

[Another catching tip to get more strikes](#)

[Common catching mistakes](#)

[Traits of a good catcher](#)

[When should a catcher go to the mound?](#)

[Pitchout tips for catchers](#)

[The importance of framing](#)

[10 strikes a game](#)

[Signal options for catchers](#)

[Confident signs from catchers](#)

[Catchers, please stay still](#)

[The silent catcher](#)

[The importance of a good catcher](#)

### **Related posts for coaches:**

[Awareness game #1](#) (check out 2 & 3 as well!)

[Games with no coaches](#)

[You are working too hard](#)

[Knowledge vs Judgement](#)

[Slump-proof your team](#)

[What to say during mound visits](#)

[Are you grooming “A” players?](#)

[Getting players to think for themselves](#) (audio podcast)

[Games are for the players](#)

# Consulting

I know Game Charts to be a great resource if used properly. I am hoping by now that you are sold on them too. I also know that a lot of coaches and/or parents out there may not be fully confident in their own ability to successfully and thoroughly analyze a Game Chart like I did in the seminar. Others may be confident in their ability and might just benefit from another set of eyes looking at their charts. Either way, maybe I can help!

I will be offering some private consulting services in the near future regarding Game Charts. Stay tuned for more information on this including pricing.

## Can you do me a favor?

It is a goal of mine to help parents, coaches, and players more easily sift through the maze of information regarding how to get better at the great game of baseball. I produce all the content for [BaseballByTheYard.com](http://BaseballByTheYard.com) with this goal in mind.

If you found this eBook and the seminar to be helpful then please do me a favor and spread the word! Help other people like yourself get on board with teaching players the right way to play the game of baseball. If the topic of this seminar doesn't fit their needs, there are more on the way!

Lastly, I would greatly appreciate if you could answer a couple questions about this eBook and/or video seminar. I want to give my readers what they are looking for and your feedback will help me do that!

**[Click HERE for the survey!](#)**

# Seminar Worksheet

**Date:** \_\_\_\_\_

**Seminar Title:** \_\_\_\_\_

**I. Notes:** Take detailed notes on the next two pages as you watch the seminar

This image shows a full page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings on the page.

[illegible]

**II. Look over your notes and indicate with a check (✓) or star (\*) five instructional tips, comments, or any details of the seminar that you feel were most valuable for you.**

**III. Take the five items you chose in your notes and rank them from 1 to 5 with 1 being the most important of the five you chose and so on down to 5.**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
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3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

**IV. Explain why you think the item you picked for #1 is the most important?**

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**V. What challenges might you run into if you tried using the information in the seminar in your unique environment? (think age, ability level, safety, equipment, space, etc.)**

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**VI. What might you need to do to overcome or address these challenges?**

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**Thanks again for watching the seminar!  
If you have any questions now or in the future,  
send them to Coach McCreary at ...**

**[BaseballByTheYard@gmail.com](mailto:BaseballByTheYard@gmail.com)**