

Newsletter


ASCA

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## ASCA 2016 Excellence Awards

Each year, the American Swimming Coaches Association (ASCA) recognizes those coaches who coach a swimmer to a top-8 finish at one of several USA national-level championships. This recognition is the Award of Excellence.

Meets used for this year's list are the: 2016 NCAA Swimming & Diving Championships (Division I, II & III), 2016 NAIA Swimming & Diving Championships, 2016 USA Open Water 5K and 10K Championships, 2016 U.S. Olympic Trials and 2016 U.S. Winter Nationals.

### Coaches named to the 2016 ASCA Award of Excellence are:

Ron Aitken – Sandpipers of Nevada	Kelly Kisner – William Smith College
Arthur Albiero – University of Louisville	John Klinge – Purdue University
Dave Allen – Mount Holyoke College	Ted Knapp – Stanford University
Ron Allen – Colorado Mesa University	Mike Koleber – Nitro Swimming
Niki Alvarez – Lynn University	Dani Korman – Massachusetts Institute of Technology
David Anderson – Schroeder YMCA Swim Team	Matt Kredich – Univ. of Tennessee / Tennessee Aquatics
Justin Andrade – Florida Institute of Technology	Kelly Kremer – University of Minnesota
Peter Andrew – Indie Swimming	Steve Kuster – Williams College
Brent Arckey – Sarasota YMCA Sharks	Mike Laitala – Texas Aquatics
Leslie Ayers – Rockbridge Storm Swim Team	Mandy Lau – Lindenwood University – Belleville
Chuck Batchelor – Bluefish Swim Club	Jon Lederhouse – Wheaton College [IL]
Tony Batis – Palo Alto Stanford Aquatics	Fred Lewis – St. Petersburg Aquatics

Jack Bauerle – University of Georgia / Athens Bulldog SC	Mary Liston – Rockwood Swim Club
Tom Beck – Greater Omaha Aquatics	Ray Looze – Indiana University
Paul Bennett – Worcester Polytechnic Institute	Sergio Lopez – Auburn Aquatics
Marc Benvenuti – Connecticut College	Christine Mabile – The College of Idaho
Brian Bishop – The College of New Jersey	Andrew Makepeace – University of Findlay
Scott Blanchard – University of St. Thomas	Paul Mangel – Saint Leo University
Mike Blum – Florida Southern College	Bruce Marchionda – South Florida Aquatic Club
Hollie Bonewit-Cron – Nova Southeastern University	Dave Marsh – SwimMAC Carolina
Jess Book – Kenyon College	Stu Marvin – Bloomsburg University
Mike Bottom – University of Michigan	Garrett McCaffrey – Phoenix Swim Club
Bob Bowman – North Baltimore Aquatic Club	Paige Tindall McCord – Carson-Newman University
Brad Bowser – Rowan University	John McGough – Clovis Swim Club
Andy Boyce – Grand Valley State University	Teri McKeever – University of California, Berkeley
Adam Braun – Drexel University	Greg Meehan – Stanford University
Ed Brennan – University of Tampa	Trevor Miele – New York University
Abby Brethauer – University of Mary Washington	Brent Mitchell – Metroplex Aquatics
John Brooks – Brigham Young University	McGee Moody – University of South Carolina
Michael Brooks – York YMCA	Pete Morgan – Nation's Capital Swim Club
Brian Brown – Fullerton Aquatics Sports Team	Steve Morsilli – Pleasanton Seahawks
Geoff Brown – Nova of Virginia	Pat Murphy – Chattahoochee Gold Swim Club
Steve Bultman – Texas A&M University / Aggie Swim Club	Dan'l Murray – Delta State University
Augie Busch – University of Virginia / Cavalier Swimming	Nick Nichols – Amherst College
Clark Campbell – University of Kansas	Bethany Nicoll – Luther College
Carol Capitani – University of Texas / Longhorn Aquatics	Brent Noble – Wabash College
Peter Casares – Bates College	Shannon O'Brien – Rensselaer Polytechnic Institute
Josh Christensen – Fresno Pacific University	Jason Owen – Lindenwood University
Rob Clayton – U.S. Air Force Academy	Nathan Owens – Minnesota State University, Mankato
Adam Cohen – DePauw University	Gregg Parini – Denison University
John Collins – Badger Swim Club	John Payne – TAC Titans
Steve Collins – Southern Methodist University	Daniel Perdew – University of California, San Diego
Mandy Commons-DiSalle – University of Cincinnati	Sean Peters – Wayne State University
Chad Cradock – University of Maryland, Baltimore County	Katy Peterson – Widener University
Keith Crawford – Rose-Hulman Institute of Technology	Lou Petto – Upper Main Line YMCA
Adam Cremieux – WEST Swim Club	Bill Pilczuk – Savannah College of Art and Design
Adam Crossen – Soka University	Robert Pinter – Gator Swim Club
Chris Davis – SwimAtlanta	Erik Posegay – North Baltimore Aquatic Club
Roland "Greg" Davis – City of Mobile Swim Association	Lisl Prater-Lee – Vassar College
Ben Delia – Franklin & Marshall College	Ed Pretre – Truman State University
Rick DeMont – Univ. of Arizona / Tucson Ford Dealers	Dennis Pursley – University of Alabama
Ed Denney – California University of Pennsylvania	Sean Quinn – North Carolina Aquatic Club
David Dent – West Virginia University – Tech	Sean Raffile – University of Bridgeport
Rich DeSelm – Univ. of North Carolina / North Carolina AC	Mike Rawleigh – Gettysburg College
Todd DeSorbo – North Carolina State University	Dorsi Reynolds – Upper Valley Aquatic Club
Liam Donnelly – Simon Fraser University	Eddie Reese – University of Texas / Longhorn Aquatics
Bill Dorenkott – Ohio State University Greg Doyle – York College	Brian Reynolds – Drury University
Jeff Dugdale – Queens University of Charlotte	Nate Rhoads – Brenau University
Dave Durden – Univ. of California, Berkeley / Cal Aquatics	Greg Rhodenbaugh – University of Missouri
Chuck Elrick – Hopkins Mariners Swim Team	Vic Riggs – Club Mountaineer Aquatics
Corrie Falcon – University of California, San Diego	Bill Rose – Mission Viejo Nadadores
Tyler Fenwick – Tennessee Aquatics / Univ. of Tennessee	Rick Rowland – California Baptist University
Dave Ferris – Long Island Aquatic Club	Jamie Rudisill – West Chester University

Greg Fleming – Nebraska Wesleyan University	Bob Rueppel – Middlebury College
Doug Fonder – Virginia Gators Rafael Forti – Union College [KY]	John Ryan – Trinity University
Chris Fugmann – Kentucky Aquatics	Annie Ryder – University of Wisconsin, Eau Claire
Jason Gallaher – Columbia College	Richard Salhus – Iowa Flyers Swim Club
Terry Ganley – University of Minnesota	Dave Salo – Univ. of Southern California / Trojan SC
Kami Gardner – Washington and Lee University	Kirk Sanocki – Wingate University
Dan Gelderloos – Calvin College	Steve Schadt – Whitworth University
Bruce Gemmell – Nation’s Capital Swim Club	Steve Schaffer – Grand Canyon University
Matt Gianiodis – Michigan State University	Gunnar Schmidt – Club Wolverine
Doug Gjertsen – SwimAtlanta	Todd Schmitz – Colorado Stars
Mark Gole – William Jewell College	Mike Schnur – University of Pennsylvania
Anne Goodman James – Colorado College	Mark Schubert – Golden West Swim Club
J.P. Gowdy – Pomona–Pitzer Colleges	Eddie Shepard – Biola University
Kelton Graham – Club Wolverine	Brad Shively – Washington University in St. Louis
Paul Graham – Cleveland State University	Rick Simpson – Villanova University
Charlie Griffiths – Claremont–Mudd–Scripps	Eric Skelly – University of the Cumberland
Doug Grooms – Missouri Univ. of Science & Technology	Ned Skinner – Virginia Tech / H2okie Aquatics
Jim Halliburton – Saint Louis University	Matthew Sprang – Greater Philadelphia Aquatic Club
Andrew Hancock – University of West Florida	Paul Stafford – Tucson Ford Dealers Aquatics
Alyson Edoff Hannan – Wayland Baptist University	Coley Stickels – Canyons Aquatic Club
Geoff Hanson – Western State Colorado University	Terry Stoddard – Swim Pasadena
John Hargis – University of Pittsburgh	Nick Stone – Buffalo State College
Courtney Shealy Hart – Georgia Tech Swimming	Neal Studd – Florida State University
Brett Hawke – Auburn University	John Taffe – Springfield College
Ben Hewitt – DePauw University	Brooks Teal – St. Andrews University
Jason Hite – University of Indianapolis	Scott Teeters – Olivet Nazarene University
Whitney Hite – University of Wisconsin	Brad Thornton – Stevens Institute of Technology
Braden Holloway – NC State University / Wolfpack Elite	Tom Till – Goucher College
Malcolm Hosford – Thomas University	Michael Travers – Long Island University – Post
Pete Hovland – Oakland University Jon Howell – Emory University	Gregg Troy – University of Florida / Gator Swim Club
Adam Hoyt – Tufts University	Jason Turcotte – Dynamo Swim Club
Lars Jorgensen – Univ. of Kentucky / Kentucky Aquatics	Kevin Tyrrell – Harvard Swimming
Dave Kelsheimer – Team Santa Monica	Catherine Vogt – Trojan Swim Club
Alicia Kemnitz – Lindsey Wilson College	Heidi Voigt – Northern Michigan University
George Kennedy – Johns Hopkins University	Bill Wadley – Ohio State University
Ryan Kennedy – Phoenixville Area YMCA	Jason Weber – University of Chicago
Alex Keyser – Asbury University	Josh White – Club Wolverine
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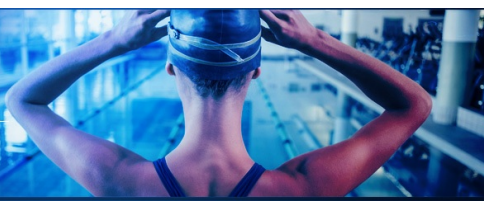


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## WEEKLY Workout



**THIS WEEK's  
Featured  
Coach:**  
Coach Jon Howell

**Name/Position:** Jon Howell  
**Club/School:** Emory University  
**Articles/Talks:**  
**Achievements:** [View Bio](#)  
**Workout Focus:** Friday AM Breaststroke Practice  
**Athletes/Group Notes:** Long BR Group (Including Andrew Wilson)  
**Workout Notes:**  
**Dryland/Meeting Information:**

### Set 1

#1 400 Swim, 200 Kick, 200 Pull, 200 IM Drill

Notes

Objective General Warm-up

### Set 2

**#2** 4 x 75 (BK-BR-FS by 25) on 1:05 + 25 FL (15 UW Fast + Breakout!) on :40  
4 x 75 FS – Build each 75 on 1:00 + 25 BK (15 UW Fast + Breakout!) on :40  
7 x 100 FS on 1:30-1:25-1:20-1:15-1:10-1:05-Fast! – Gradual descend and hold form  
100 Easy

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**Notes**

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**Objective** Pre-Set. Working UW on front/back, HR up, Hit all 4 strokes

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**Set 3**

**#3** Working with partner – Cord Work (BR)  
3-4 x Kick out until stop + 6-8 Kicks  
3-4 x Pull out until stop + 6-8 Pulls  
4 x Pullouts + 2-3 Breakout Strokes (4-3-2-1 UW Dolphins before pullout)  
2 x Swim (Full Cord – Connected to block) – Build each, get further down pool on #2

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**Notes**

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**Objective** BR Connection Work

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**Set 4**

**#4** 4 x 25 Kick with Tempo Trainer set at 1.0 on :45  
4 x 50 2K1P Drill with Tempo Trainer set at 1.0 (3 Second Glide after each Pull) on :55  
4 x 75 Swim (Descend 1-4) on 1:15  
50 Easy  
4 x 25 Band Pull on :45  
4 x 50 Pull (2<sup>nd</sup> 25 add kick with buoy in) on :55  
3 x 100 Swim (Descend 1-3) on 1:45  
50 Easy  
4 x 25 Band Pull on :45  
4 x 50 2K1P Drill with Tempo Trainer set at 1.0 (3 second glide after each pull) on :55  
300 Swim – Fast

---

**Notes**

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**Objective** Main BR set for morning – training stroke in segments, building toward 300 fast at end

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**Set 5**

**#5** 3 x 100 FS Pull with Snorkels – Max DPS on :10 rest  
4 x 50 BR Swim with Small Parachutes (Tempo Trainer set at 3.0 – make gaps more efficient each 50) on :15 rest  
300 Choice Loosen

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**Notes**

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**Objective** Warm-down Series

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**Name/Position:** Kerry O'Brien, Head Coach

**Club/School:** Walnut Creek Masters

**Articles/Talks:**

**Achievements:** USMS Coach of the Year, ASCA Level 5 Masters Coach

**Workout Focus:** Challenging Intervals

**Athletes/Group Notes:** Masters

**Workout Notes:** cycle /planning, etc, This workout would be what we consider a "Mega-Maser" of 5,000 yards and would only happen on a Saturday

**Dryland/Meeting Information:**

**Set 1**

**#1** S-300 Swim, K 200, P 200, Drill/Swim 200 by 25's (900)

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**Notes**

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**Objective** Full body loosen of core and limbs, individually and collectively

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**Set 2**

#2	SET I: S – 2 X 300 @ MODERATE INT
	S – 3 X 25 ACTIVE RECOVERY @ MODERATE INT
	S – 1 X 325 @ SAME INT AS 300's
	S – 1 X 50 EZ @ EZ INT
	S – 2 X 200 @ MODERATE INT
	S – 3 X 25 ACTIVE RECOVERY @ MODERATE INT
	S – 1 X 225 @ SAME INT AS 200's
	S – 50 EZ
	S – 2 X 100 @ MODERATE INT
	S – 3 X 25 ACTIVE RECOVERY
	S – 1 X 125 @ SAME INT AS 100's
	S- 100 EZ
	(2,300)
Notes	THE TWO SWIMS @ THE MODERATE INT SHOULD NOT GIVE YOU MORE THAN :15 – :20 SEC REST
Objective	TO DIG DEEP TO FIND ENOUGH SPEED TO COVER THE ADDITIONAL 25 YARDS

### Set 3

#3	SET II: PULL SMOOTH 400 STROKE FOCUS
	(400)
Notes	
Objective	FOCUS ON KEEPING THE HANDS BELOW THE ELBOWS THROUGHOUT THE STROKE CYCLE : FROM RECOVERY-TO-ENTRY-TO-EXTENSION-TO-CATCH AND THROUGH THE PULL
#4	SET III: S – 1 X 300 + 1 X 325 @ SAME INT (AS SET I)
	S – 1 X 25 EZ @ EZ INT
	S – 1 X 200 + 1 X 225 @ SAME INT (AS SET I)
	S – 1 X 25 EZ @ EZ INT
	S – 1 X 100 + 1 X 125 @ SAME INT (AS SET I)
	S – 75 EZ
	(1,400)
Notes	
Objective	ATTACK THE CHALLENGING INTERVALS WITH LESS MODERATE SWIMMING IN BETWEEN!

### Thanks, Coaches!

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John Mix,  
CEO & Co-Founder FINIS, Inc.



## The Athletes Voice

by Travis Tygart

**Every sports fan has a favorite Olympic moment. Or maybe more than one. Unforgettable actions seared in our memory.**

In the last year alone, we watched as Lilly King took a stand at the Aquatics Center in Rio, and as Jenny Simpson won bronze and used her moment in the sun to advocate for clean sport. We listened while Canadian cross-country skier Beckie Scott, at the height of the Russian doping scandal, had the courage to speak the truth to power when few others would.

As the CEO of the United States Anti-Doping Agency, these kinds of moments are more than just memories, they are the organization's North Star – our guiding light.

But at the very core of USADA's efforts lies a simple and fundamental truth: No matter how many times we defend clean athletes' rights, we will never be the most influential voice in the room. Our impact, our message... it will never be as persuasive as the voice of the athletes we seek to empower.

That power and that responsibility, to demand change, is an athlete's natural right. They are ones who leave everything on the playing field, and have the most to lose when someone tries to cheat them out of their moment – out of their livelihood.

At the end of the day, it's the athletes, not the "suits," who billions of people around the world tune in to watch. It's the athletes who leave us holding our breath.





## History Repeats Itself

In the last half-century alone, global sport has witnessed the disturbing rise of two powerful state-supported doping programs. Decades ago, inside a walled-off East Germany, countless athletes were knowingly, and in some cases, unknowingly, doped in an attempt to win medals. Athletes' health and wellness was disregarded, while clean competitors from around the world were robbed.

Yet, as time passed, the headlines soon faded and the Olympic movement carried on, growing into a financial juggernaut. For the public, the East German doping scandal became a punchline, a distant memory, or worse yet... something forgotten entirely.

However, for a small few, it proved to be a wakeup call, and in the decades following, anti-doping practices grew quietly stronger. The UNESCO International Convention Against Doping in Sport was established, as was the World Anti-Doping Agency – steps that helped put in to place a harmonized, globally accepted Code outlining anti-doping best practices. The situation improved further as national anti-doping agencies began to take shape: The science got better, precedents were established, individuals were held accountable, and the value of an independent model – free from the influence of sport – became increasingly apparent.

But it wasn't enough. Out of the ruins of the disgraced East German doping system rose an advanced state-supported doping program in Russia with unprecedented means of cheating. And despite the progress of the anti-doping system as a whole, its inability to detect and penalize Russia's doping regime exposed holes in the system.

In fact, it took a courageous and dedicated group of whistleblowers, journalists, investigators, and independent anti-doping experts to eventually bring the Russian scandal to light. When the truth finally came out, over 1,000 Russian athletes were implicated in a doping program that was proven to have been orchestrated and supported by officials within the state. The breadth of the program was shockingly pervasive, spread across more than 30 sports from at least 2011 to 2015. Two Olympics Games were tainted by the scandal, and at the Summer Games in Rio in 2016, scores of athletes competed despite not having been subject to credible anti-doping programs.

Of the 82 medals Team Russia took home from London 2012, at least 15 of those medal winners were later found to have used PEDs. Two years later, at the Winter Games in Sochi, Russia's methods of cheating went from abhorrent, to something out of a spy novel. By now you've probably heard the stories: Samples passed through walls, government intelligence officers, male DNA in female samples, and E-mails to the Russian Ministry of Sport looking for guidance on which doped athletes to protect, and which to sacrifice.



At the end of the day, despite mountains of evidence and vocal opposition from independent anti-doping groups – ourselves included – the IOC chose not to enforce meaningful sanctions against this institutionalized doping.

And let's be clear, if you find yourself asking why any of this matters, talk to middle-distance runner Alysia Montano, who finished fifth in 2012 behind two athletes who were later found to have doped. Spend a few minutes with skeleton's Katie Uhlaender, who missed out on a bronze in Sochi by .04 seconds to an athlete later tied to Russia's state-supported doping regime. Ask Beckie Scott about her gold medal celebration, which occurred two years after her third-place finish in Salt Lake City. Take the time to call shot-putter Adam Nelson, who received his gold medal in a food court at the Atlanta airport, almost a decade after finishing second in Athens.

They'll all tell you the same thing. When podium moments are stolen, they can never be returned. Not really.

## A Path Forward

We stand today at a defining moment in sport. But that moment is fading quickly, and it's time we ask ourselves an important question: Since the depths of Russia's state-supported doping system were brought to light, what has been done to prevent this from happening again?

I've said on numerous occasions that if the powers-that-be really wanted to hold people accountable and put clean athletes first, they could. I believe that. In fact, if they really wanted to, I believe they could do it today.

That's what is so frustrating for us at USADA and for the athletes we serve. The solutions are not difficult. Finding political will, however, has proved to be. If tomorrow the International Olympic Committee made the decision to properly finance efforts to keep performance-enhancing drugs out of sport, and to remove themselves and other sports organizations from critical anti-doping functions — the anti-doping landscape would be exponentially stronger. Sport involvement in these critical anti-doping functions is a glaring conflict of interest, and we know from experience that it's too much to expect any organization to effectively promote and police itself. The fox can no longer be allowed to guard the hen house.

If we want reform, we must demand it, and over the past few months, national anti-doping organizations from around the world, with the support of athletes, have put forth a series of proposals designed to reform and strengthen the global anti-doping model.

The proposals are simple, yet effective:

- Remove the fundamental conflict of interest that exists when anti-doping decisions are controlled by sport organizations.
- Strengthen WADA through improved independence, transparency, and increased investment.
- Increase WADA's ability to investigate, and impose sanctions, so that countries which engage in state-supported doping are held accountable.
- Exclude Russian sports organizations from all international competitions – with a uniform process for athletes to compete as neutrals until substantive progress in reform efforts are made; as well as enforce the removal of all major international competitions from Russia.
- Provide the opportunity for athletes who have been robbed by doping to have a formal medal ceremony conducted at the Olympic Games or World Championship following the approval of medal reallocation.
- Increase support for whistleblowers around the world.

In support of these reforms, nearly 100 track and field athletes signed a petition embracing the proposals.

In their letter of support, the athletes wrote: "It is not only our sport but the entire Olympic Movement that has been severely impacted by systematic doping violations by individuals, international federations, and government officials. The Olympic Movement is at a pivotal point where it can either decide to protect rights, the athletes, and the integrity of sport, or it can continue to disregard these glaring doping violations in the interest of financial incentives for a few."

There is tremendous power in the athletes' voice.

## A Growing Chorus



Faced with administrative inaction after the release of the most recent McLaren Report documenting the scope of the Russian doping scheme across all sports, skeleton and bobsled athletes from a number of nations recently demanded a fair playing field by refusing to compete if the bobsled and skeleton World Championships were held in Russia in 2017 as scheduled.

Their voices were heard and their fortitude paid off – the event was moved.

Following the decision, U.S. women's bobsled pilot and clean sport advocate Elana Meyers Taylor publicly announced, "That's a monumental decision by the IBSF and the right move to protect clean athletes and to tell the world that state-sponsored doping is unacceptable. I am ecstatic about the decision."

Pressure from athletes also pushed the International Skating Union to move a speed skating event from Russia in March and drove Russia to remove itself as host of an International Biathlon Union World Cup meeting in Tyumen the same month.

More recently, at least 100 cross-country skiers united from eight nations to issue an open letter insisting their rights to clean sport be protected and demanding a stronger stance against doping by both the IOC and the International Ski Federation.

## Winning the Fight

To every athlete in every nation: this is your moment. The stakes are high, courage is required, but your right to clean sport is at stake. The professional well-being of the next generation of clean athletes hangs in the balance. And the truth is, if we don't push, if we don't win, we will likely find ourselves back in this same position, years from now, staring another state-supported doping system in the face...

Wondering why we didn't do more when we had the chance.

\*\*\*



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- Jim Peterfish, Program Director  
Central Ohio SwimAmerica, Westerville, OH

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- Jill Burckle, Program Director  
Blairwood SwimAmerica Swim School, Louisville, KY

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- Cynthia Stubbins, Program Director  
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- Reneé Andrews, Program Director  
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## Rent-A-Cheer

— by Coach Wally Fall, Principle Brame Middle School — Alexandria, LA



Well here I am at a swim meet again. I'm the coach and my twelve swimmers have finished standing in the corners at the ends of the lanes for 40 minutes — warm-up! I've gone over The Talk and where the heat tent is (We call it the heat tent because it is confusing to call it the clerk of the course. Besides, calling it the heat tent just keeps them warm.) I also told them why we only have one relay and it is a Senior relay with the oldest being 14 years old. But the hardest to explain is the fact that we aren't doing a team cheer.

Why no team cheer? Well the last meet we tried it at was when we had 15 swimmers, our traveling squad, and we began a cheer. The only thing was a big team evidently did not hear us and began a cheer of their own. We never finished. M 10 and unders, both of them, wanted to know why they didn't let us finish. Boy, did I feel bad.

Being a college graduate, I felt I hadn't completely exhausted my ideas on this cheer thing quite yet. Then it came to me. I knew a time when everyone would be quiet at the swim meet and could hear us cheer. The only thing was that my parents refused to let us begin a cheer with the word AMEN. So, I spent all of the meet thinking of when to do it.

Then I had the perfect idea. There was another time that everyone would be quiet at a swim meet and could hear us. Heck, they even blew a whistle to quiet everyone for us. So, the next Monday at practice I asked for some cheer ideas to use at the next meet. Ben said, "Let's throw you in!" I had to explain that I wanted real cheers, motivational ideas or rhymes, we could yell at a meet.

Well, I got lots of ideas. Some had to be thrown out due to language (I couldn't make out the writing) and others were too long.

Well from Tuesday on we swam little as we practiced cheers for the big moment. I even had to break up fights between swimmers who wanted their cheer used (You see, we are very competitive if not large team). This was necessary because we only would have time for one cheer. By Friday we had it. The meet was tomorrow, Saturday. We had 18 there — it was an open meet! We arrived, warmed up and got ready to cheer. We let the big teams theirs and listen with envy. The invocation was over as was the National Anthem. Ben came up and said, "Coach, when?"

Then they did it. "Eight and under 25 yard freestyle," was the call. "Timers and judges ready?" the starter yelled. Then came the whistle. We let out, "Gimme a C" — CCC was the reply. "Gimme an O" — OOO was the answer and so on until we had spelled out our initials of COAST. Well, the first heat was standing up on the blocks and there was no noise; everyone was looking at us and we finished up with, "What's that spell? COAST," we answered. COAST has the most (spirit not swimmers) so we us just gotta boast."

The referee was almost to me by now. She had been getting her clip board (the one with the Olympic emblem on the back so everyone could see it when she carried it just so) I was told that if there was another outburst like the last one, that I would be asked to leave the deck. She wrote down a brief description of the incident followed by a statement I would be signing promising to not do any more cheers just before a race starts.

My kids had their cheer and swam fast in the meet because of it. I, however, was at a loss again because we had done a cheer we couldn't do any more and we had a meet in two weeks. Then a swimmer from another small team came up and said how neat it was to be on a team that cheered — even a small team. He gave me the idea I needed.

The next meet came and after the coaches meeting was over, I asked to meet with all of the coaches of the teams with less than 18 swimmers at the meet. There were five of us. As I announced my ideas and began to explain, I was interrupted. It was the last meet's referee. "You're not going to pull and more cheering tricks at this meet," she said. I promised to be good for the kids' sake.

About this time a big team began one of those rhyming cheers made up of a lot of rhyming non-words. But, they were together, clapped a lot, were loud, had fun and ended by yelling and whistling. Now mind you, this was the team that two years ago stood and sang the National Anthem (we had misplaced the tape for it). That's why everyone was quiet and listening to see what they would come up with this year. The other coaches with me noticed the attention the team got as well as the fun and togetherness the swimmers enjoyed. They went for my idea.

By now the meet had started and so had our "discussions" as to what kind of cheer our group (from five teams) would do. We decided not to recognize any one team with the yell. People looking at us would see which teams were involved by the T-shirts.

The cheer we came up with seemed like an escape to the kids but we did it. It involved holding up posted cards on each starting block that spelled out USA SWIMMING as we yelled each letter. Once into it, the excitement of the swimmers soon followed. Soon we (unlike the big team cheers) had all of the other swimmers at the meet as well as their friends and parents in the stands cheering with us. The end, of course, we USA — USA — USA! The teams loved it. We had ten year old swimmers walking around as if they had just been let out of the movie, "Rocky" or "Chariots of Fire" Pumped up? You bet! And all thanks to Rent-A-Cheer. We plan to do it again at the state championships.

\*\*\*

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## A Brief Review of Swimming History in the USA

— by John Leonard

Up until 1978, the sport of swimming was part of an organization known as the Amateur Athletic Union that ran ALL "amateur sport" in the USA.

It was truly awful. Swimming was the mass participation sport that provided the numbers and the money. Then that money was spent on other sports and not on the further development of swimming for the athletes. Coaches had very limited input and frequently, not much interest in the organization. They were too busy coaching the youth of America and making them better. But with increasing frequency in the late 60's and 70's, the arrogance of the bureaucrats who ran the AAU grew, and the amount they LISTENED and CHANGED according to what the coaches wanted and needed, fell by the wayside. Corruption was "Rumored" to be rife in the "old AAU."

In 1974-77 there is extensive correspondence saved in the ASCA office that shows that the ASCA Board of Directors began to demand increasing accountability from the AAU and its Board. That led to confrontation and eventually for the ASCA Board to call for a "breakaway" from the AAU. Similar but slower movements (because of the lack of anything like an ASCA in the other sports.) Came from track and field and gymnastics. The other sports generally benefitted from the "big three" money generation.

But the arrogance and self-importance of the AAU Board and local administrators (the ancestors of today's LSC's.) grew to the point where it was no longer tolerated. The argument made its way to the Congress of the United States of America. The Ted Stevens Amateur Sports Act of 1978, established the new USOC and ended the reign of the AAU and reduced it to a shell of its former self. The ASCA demanded that the new organization be run professionally by a former highly regarded swimming Coach, Mr. Raymond B. Essick. This came to pass.

The following from Wikipedia:



## Background

Prior to the adoption of the Act in 1978, the Amateur Athletic Union (AAU) represented the United States on international competition matters and regulated amateur sports generally. The AAU had adopted arbitrary rules which prohibited women from participating in running events and prohibited any runner who had raced in the same event as a runner with a shoe-company sponsorship. Congress adopted the Act in response to criticisms of the AAU, effectively removing that organization from any governance role. The AAU now continues as a voluntary organization largely promoting youth sports; while it still has a major role in promoting track, it is now best known for sponsoring youth basketball competitions.

## Overview

The Act charters the U.S. Olympic Committee, which in turn can charter a national governing body (NGB) for each sport, such as USA Swimming, the United States Fencing Association, the United States Ski Team, USA Track & Field or the U.S. Figure Skating. Each NGB in turn establishes the rules for selecting the United States Olympic Team and promotes amateur competition in that sport.

The Act requires that active athletes (defined as amateur athletes who have represented the United States in international amateur competition within the last ten years) must hold 20 percent of the voting power of any board or committee in an NGB. The Act also provides athletes with due process and appeal rights concerning eligibility disputes.

Today, the AAU exists.....and has entirely new leadership, goals and actions. USA Diving has 2,000 Members. AAU Diving has 22,000 members, because USA Diving was perceived as not serving the majority of divers in the USA.

In April of 2017, the USA Swimming Board will hear and hopefully act on, a study and recommendations on their Board structure and function. No recent event has more potential impact on USA-Swimming except perhaps the recent resignation announcement from Chuck Wielgus. The study was commissioned by the Board of Directors after urging from Coach John Bitter of Santa Clara, to undertake the sort of review that every club in the USA should do, and typically do.

For all of those who don't want USA Swimming to "lose its way" or fear that that process is already underway, paying close attention to the Board Actions following the report and recommendations in April, is very important, as is a clear remembrance of the history of our organization.

Finally, I would remind all that "those who don't know history are doomed to repeat it."

We have an excellent professional staff in Colorado Springs serving our interests. It's time we upgraded our volunteer board to the same level of excellence.

John Leonard

PS. Does any of the history sound familiar to anyone?

\*\*\*



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## REQUIRED CERTIFICATION SCHOOLS

*In the following list, we explain content and intent of each of the five courses*



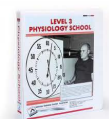
### LEVEL 1: FOUNDATIONS OF COACHING

The Foundations of Coaching course is designed to increase your knowledge and teaching skills to help you become a better coach. Inside you will find: Interviews with some of the top coaches in the U.S.; Coaching advice and stroke drills; Technical instruction and information. Guidance on developing young athletes. The 2014 revision is currently available in two forms: a home study course, which can be completed "via notebook" on paper, or the preferred method, the video-based online course. When ordering, please be sure that you carefully choose which version you'd like: Online OR Book version **The Cost for the Course is \$25.00 (Video Based \$37.00)**



### LEVEL 2: STROKE SCHOOL

The Level 2: Stroke School is the most popular course in ASCA's history. Over 14,000 coaches have taken the Level 2 Stroke School since 1986. The purpose of the Stroke School is to give the coach practical, useful tools to construct and to a lesser extent correct swimming strokes. This manual is a practical text for teaching. We do just enough science to give you the necessary foundation and then move on to the things that are helpful to you on deck every day. This is the *NEW* 5th edition by John Leonard. Designed to help coaches in the teaching and correction of swimming strokes. The 2013 revision is currently available in two forms: a home study course, which can be completed "via notebook" on paper, or the preferred method, the video-based online course. When ordering, please be sure that you carefully choose which version you'd like: Online OR Book version **The cost for this course ONLY \$45.00 (Video Based \$47.00)**



### LEVEL 3: PHYSIOLOGY SCHOOL

The **Physiology School** is the third of ASCA's five certification courses. Level 3 offers a review of how the body can react and adapt to training, as well as serving as a resource for developing on knowledge on training structure. The course gives practical knowledge on how to develop a long- and short-term training plan, and how to incorporate progressions to bring about improvements. The Physiology School is written in a simple, coach-oriented style, and comes in a loose-leaf format for you to add articles of interest. It begins with a review of the interaction of various physical and mental systems, continues with the scientific background for training, descriptions of training methodologies and terms, and then proceeds to discuss the planning of training for both new, developmental swimmers and accomplished swimmers of all ages, up to and including Senior and Masters Swimmers. **The cost for this course ONLY \$45.00 ( Video Based version \$57.00)**



### LEVEL 4: LEADERSHIP SCHOOL

The **Leadership School** is the fourth of ASCA's five certification courses. One can argue that effective coaching is *all* about effective leadership, and, therefore, Level 4 is a course to take *early* in your coaching career. Leaders are not born, they are made. This course can help make them. Developed from our highly successful clinic course, the Leadership School manual teaches specific skills and steps that you need to master to lead children, or other adults, effectively. The school helps coaches understand the agencies and organizations that administratively run the world of swimming. As each swimming organization is presented, suggestions on how individual coaches can be involved are also provided. The leadership function is then represented in sections that provide education on the skills, abilities and methodology important in making presentations of all sorts, including written and oral styles. The Leadership School also contains a review of modern leadership literature, a section on personal goals, and 50 great sales ideas to help you coach better. **The cost for this course ONLY \$50.00**



### LEVEL 5: ADMINISTRATION SCHOOL

The **Administration School** is the fifth of ASCA's five certification courses. For the coach who is, or aspires to be, the head coach of any organization (high school, college, YMCA, club, etc.); Level 5 covers every topic, among them: budgeting; communications; fundraising; team entries; hosting meets; and working successfully with assistant coaches, volunteers and boards of directors. Frequently described as the area coaches are "weak" in their job, this course is designed to give new head coaches a tutorial on how to deal with administrative tasks—before they become "administrative issues". There are sections devoted to the special needs of high school and college coaches. While not about the "fun" parts of coaching, the Administration School is about the parts that allow a coach to get, keep and prosper in a good job. We recommend that the wise coach take this course *long* before they expect to "need it". Having this information will help you get the job you're dreaming about. **The cost for this course ONLY \$50.00**

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## Data About Division I Swimming

from Joel Shinofield

(the source is a report from Joel Shinofield (condensed here) of the CSCAA)

Data About Division I Swimming	
Number of institutions with combined men's and women's programs	112
Number of institutions with separate programs	19
Number of institutions with SINGLE GENDER programs	65
Number of total D I institutions with swimming programs	196
Number of total teams (men and women)	327
Men's Total (operating and salaries) budgets Minimum – \$55,423.00   Maximum – \$3,883,985 Note the huge variance!	130
Women's Total Budgets Minimum – \$80,299.00   Maximum – \$3,205,260	
Total value of Men's Scholarships Available	\$22,910,394.90
Total Value of Women's Scholarships Available	\$35,512,766.67

**Athletic Directors were surveyed for the question:**

**What is the highest importance when you evaluate your program? 77 responded.**

The highest response by far was the STUDENT ATHLETE EXPERIENCE.

Second was "Academics". "Athletic Performance" was near the bottom of the top 6 responses. (I will let other cynics cogitate on that.) – JL



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## NCAA "Accepted In – Times Chart"

– by Tim Welsh

[Click Here to Enlarge Tables](#)

### NCAA Men's Swimming and Diving Championships

	50 Free	100 Free	200 Free	500 free	1650 Free	100 Fly	200 Fly	100 Back	200 Back	100 Breast	200 Breast	200 I.M.	400 I.M.	200 Fr.R.	400 Fr.R.	800 Fr.R.	200 M.R.	400 M.R.
2016	19.53	43.05	1:34.67	4:17.73	15:00.11	46.44	1:43.65	46.51	1:41.92	52.92	1:55.31	1:44.41	3:45.61	***	***	***	***	***
2015	19.52	42.94	1:34.54	4:17.15	14:59.20	46.37	1:43.74	46.46	1:41.95	52.97	1:55.04	1:44.58	3:45.34	***	***	***	***	***
2014	19.46	42.98	1:34.71	4:18.31	15:03.42	46.56	1:43.81	46.57	1:42.41	53.23	1:55.64	1:44.71	3:45.64	***	***	***	***	***
2013***	19.67	43.14	1:35.34	4:18.70	15:03.07	46.74	1:44.74	46.95	1:43.03	53.37	1:55.97	1:45.08	3:46.72	***	***	***	***	***
2012	19.62	43.11	1:35.30	4:18.65	15:02.91	46.75	1:44.59	47.00	1:42.99	53.21	1:55.96	1:45.00	3:47.38	1:17.74	2:53.34	6:23.30	1:25.97	3:10.27
2011	19.69	43.24	1:35.41	4:19.08	15:05.98	46.74	1:44.97	47.05	1:43.77	53.47	1:56.19	1:45.37	3:47.68	1:18.28	2:52.76	6:23.23	1:26.11	3:10.25
2010	19.78	43.49	1:35.56	4:19.44	15:08.28	46.94	1:44.83	47.13	1:43.17	53.58	1:56.55	1:45.51	3:47.77	1:18.88	2:54.38	6:25.94	1:26.39	3:11.07
2009*	19.50	42.95	1:34.79	4:17.60	14:59.50	46.46	1:43.74	47.05	1:42.85	53.48	1:56.07	1:45.26	3:46.95	1:17.84	2:53.88	6:25.11	1:26.12	3:10.40
2008	19.75	43.57	1:35.79	4:20.52	15:10.87	47.09	1:45.32	47.62	1:44.00	53.85	1:57.84	1:46.53	3:49.20	1:18.85	2:55.46	6:29.39	1:27.14	3:12.49
2007	19.78	43.58	1:36.43	4:21.39	15:11.71	47.54	1:45.77	48.00	1:45.00	54.05	1:58.09	1:47.14	3:50.08	1:19.16	2:56.21	6:30.38	1:27.29	3:12.96
2006**	19.79	43.63	1:36.16	4:21.08	15:11.63	47.52	1:46.33	48.18	1:45.20	54.22	1:58.80	1:46.91	3:50.43	1:19.43	2:56.53	6:30.55	1:27.46	3:13.54

2005	19.96	43.89	1:36.53	4:21.83	15:16.48	47.69	1:46.57	48.60	1:45.69	54.66	1:59.26	1:47.76	3:51.50	1:18.90	2:55.73	6:28.03	1:27.56	3:12.77
2004	19.96	43.92	1:37.16	4:22.86	15:23.37	47.97	1:47.02	48.48	1:45.61	54.58	1:59.22	1:47.94	3:51.63	1:18.99	2:55.06	6:29.73	1:27.69	3:12.77
2003	20.00	43.98	1:36.75	4:21.44	15:16.64	47.72	1:45.88	48.13	1:45.14	54.43	1:58.70	1:47.51	3:50.64	1:19.63	2:56.10	6:29.57	1:27.95	3:13.97
2002	20.02	44.07	1:37.31	4:23.19	15:20.39	47.90	1:46.52	48.41	1:45.65	54.85	1:59.49	1:47.71	3:50.89	1:19.21	2:56.39	6:30.02	1:27.78	3:13.93
2001	19.92	43.85	1:36.79	4:21.85	15:14.75	47.95	1:45.85	48.26	1:45.06	54.75	1:58.96	1:47.68	3:49.43	1:19.42	2:56.05	6:30.83	1:28.23	3:14.45
2000	19.85	43.93	1:37.04	4:22.23	15:18.23	48.01	1:46.31	48.35	1:45.70	54.96	1:59.45	1:47.68	3:50.72	1:19.31	2:56.79	6:31.27	1:28.03	3:14.85
1999	19.92	43.97	1:37.39	4:23.26	15:19.94	47.91	1:46.55	48.40	1:45.47	55.04	1:59.62	1:48.46	3:51.37	1:19.43	2:55.90	6:32.75	1:28.37	3:14.88
1998	19.99	43.98	1:37.03	4:23.12	15:19.23	47.91	1:46.97	48.47	1:45.56	54.85	1:59.85	1:48.50	3:51.35	1:19.92	2:56.59	6:32.96	1:28.37	3:14.53
1997	20.05	44.16	1:37.16	4:23.74	15:19.56	48.24	1:47.42	48.63	1:45.59	55.08	1:59.92	1:48.61	3:51.36	1:19.88	2:57.22	6:33.57	1:29.01	3:15.10
1996	20.15	44.41	1:37.33	4:24.26	15:24.94	48.61	1:48.17	48.91	1:46.34	55.62	2:00.45	1:49.25	3:53.56	1:20.21	2:58.45	6:33.85	1:30.04	3:17.37
1995	20.13	44.05	1:37.32	4:23.76	15:19.21	48.5	1:47.80	49.00	1:46.33	55.59	2:00.48	1:48.95	3:53.10	1:19.87	2:57.69	6:32.52	1:29.40	3:15.86
1994	20.17	44.3	1:37.21	4:23.42	15:22.63	48.56	1:47.55	49.06	1:46.30	55.73	1:59.97	1:48.81	3:52.57	1:19.91	2:56.61	6:32.33	1:29.34	3:15.40
1993	20.11	44.26	1:37.43	4:23.61	15:21.91	48.51	1:47.29	48.81	1:46.36	55.56	2:00.01	1:48.50	3:53.36	1:19.92	2:57.23	6:31.87	1:29.08	3:15.48
1992	20.14	44.28	1:37.18	4:22.56	15:17.05	48.64	1:47.64	49.32	1:46.46	55.58	2:00.35	1:48.97	3:53.61	1:20.47	2:58.68	6:34.71	1:29.80	3:17.21

[Click Here to Enlarge Tables](#)

## NCAA Women's Swimming and Diving Championships

50 Free	100 Free	200 Free	500 free	1650 Free	100 Fly	200 Fly	100 Back	200 Back	100 Breast	200 Breast	200 I.M.	400 I.M.	200 Fr.R.	400 Fr.R.	800 Fr.R.	200 M.R.	400 M.R.	2016	22.35	48.77	1:45.84	4:42.58	16:17.64
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## The Science and Art of Friendship

— by Brad Stulberg

### Why you should cherish meaning over pleasure and utility

I've been thinking about friendship a lot lately. As I recently wrote for New York Magazine, so many of the digital devices that supposedly connect us are leaving many of us, myself included, feeling a bit lonely. Yes, it's true that email, text messaging, and social media can be enjoyable and beneficial, and that they can spawn wonderful relationships. (I met the coauthor of my forthcoming book on Twitter — really.) But although they may offer the illusion of doing so, online relationships simply cannot replace real, live, in-person connection. There's just something special and irreplaceable about being physically present with another human being. And no, there's not — and I can't imagine there ever will be — an app for that. The scientific literature offers plenty of insight on what close friends do for us. They give us confidence and bolster our sense of self, especially during tough times. They increase our sense of purpose and belonging. And they significantly influence some of our most important behaviors.

Studies have found that if you have a friend who becomes obese you are 57 percent more likely to become obese; if you have a friend who quits smoking you become 36 percent less likely to start lighting up. The flip side of this is also true: when your friends adopt healthy behaviors, like regular exercise, you become much more likely to do the same. In other words, the people with whom you surround yourself have an enormous impact on your life. In many ways, they shape it. But when it comes to what — or perhaps more accurately, who — makes a good friend, the scientific literature is sparser. Simply being in the flesh with someone does not make a lasting, meaningful relationship. Which got me thinking: what, exactly, does?

| *The people with whom you surround yourself have an enormous impact on your life. In many ways, they shape it.*

My search to answer this question took me back in time more than 2,000 years to the ancient Greek Empire; specifically, to Aristotle's *Nicomachean Ethics*, a volume that many scholars say represents some of the philosopher's most refined thinking. What I found couldn't be more insightful, and it rings just as true today as it must have then. Aristotle writes that there are three different kinds of friendship:

- 1) Friendships based on utility, in which one or both of the parties gain something as a result of the friendship (think: much of the modern "networking" enterprise, or becoming friends with someone because you think they can help you).
- 2) Friendships based on pleasure, or those centered around pleasant experiences (think: people with whom you can have a good, carefree time).
- 3) Friendships based on virtue, in which both individuals share the same values (think: people whom you admire and respect, and with whom you align on what you find most important in life).

It's fascinating that, centuries ago, Aristotle offered that many individuals "who are young or in their prime" too often pursue friendships predominantly for utility only to come up wanting. Spend some time on a college campus or in the corporate workplace, and it's easy to see that some things never change. Likewise, he wrote, "Those who love because of utility love because of what is good for themselves, and those who love because of pleasure do so because of what is pleasant to themselves." Yet what one finds useful or pleasurable, Aristotle wrote, "is not permanent but is always changing; thus, when the reason for the friendship is done away, the friendship is dissolved."

| *There's something irreplaceable about being physically present with another human being. And no, there's not — and I can't imagine there ever will be — an app for that.*

While all three of Aristotle's friendships can be advantageous, only those founded in virtue — and with common core values — are enduring and meaningful:

"Perfect friendship is the friendship of [those] who are alike in virtue," he wrote. "For these [individuals] wish well to each other [in all circumstances] and thus [these friendships] are good in themselves."

Yes, these kinds of relationships demand lots of effort and are hard to come by —

"great friendships can only be felt toward a few people," Aristotle wrote

— but they yield a wonderful sense of satisfaction and contentment. It is a rare blessing to connect with someone on this deeper level. Aristotle's schema is not only prescient, it's also practical. Ask yourself: in which categories do your relationships fall? It's OK to have some (perhaps even most) friendships mainly for utility and pleasure, but it's important to realize that these fill a different purpose and are likely to have a shorter lifespan than the ultimate kind of friendship — one built upon shared virtue. And it is these latter friendships that are worth protecting and cherishing. They don't emerge overnight, and they require considerable energy to maintain — as Aristotle wrote, "lack of conversation has broken many a friendship" — but what you get out of these friendships easily outweighs what you put in.

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## **ASCA Clinic Schedule**





USA-S RCC and ASCA Level 2 School – Las Vegas, NV

March 24-26, 2017



2017 ASCA Levels 1 & 2 – Malaysia

April 28-30, 2017



2017 ASCA Legends of Texas

March 31st, April 1st & 2nd 2017



2017 ASCA Advanced Breaststroke Clinic | Portland, OR

May 11-13, 2017



USA-S RCC and ASCA Level 2 School – Omaha, NE

April 21-23, 2017



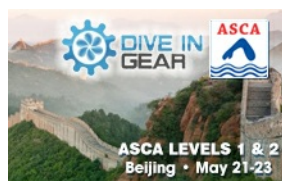
Central States Clinic and ASCA Schools – Oak Brook, IL

May 18-21, 2017



2017 ASCA Indiana Coaches Clinic – Fishers, IN

April 22-23, 2017



2017 ASCA Levels 1 & 2 – China

May 21-23, 2017



USA-S RCC and ASCA Level 2 School – Charlotte, NC

April 28-30, 2017



ASCA Level 1, 2 & 3 – Mexico

June 16-18, 2017



USA-S RCC and ASCA Level 2 School – Hartford, CT

April 28-30, 2017



2017 ASCA WORLD CLINIC

Aug. 29-Sept. 3, 2017



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## “About Chuck Wielgus”

from ASCA President Don Heidary



I would like to echo John’s and Jennifer’s sentiment regarding Chuck and his contribution, and include an excerpt from a letter I wrote on behalf of Chuck Wielgus – While I have a limited professional relationship with Chuck Wielgus, Executive Directive of USA Swimming, I believe I have come to know not only the leader that he is, but the person as well; a man who has been a pillar of integrity, compassion, humility, and inspiration, for not only the entire staff of USA Swimming but for coaches and executives around the world, and honestly, for all who know him.

Our national governing body has been at the forefront of what is arguably the greatest amateur sport in the world. United States Swimming has been the world class example of both integrity and performance. Anyone watching the Olympic Games could clearly see that. Their/our success was not only a result of elite athletic performances, but of years of planning and preparation by USA Swimming staff and coaches, backed by a vision from Chuck Wielgus. And the intense emotion from the athletes and coaches was not simply derived from podium finishes, but from a deep sense of team, family, sport, country, and love for one another.

My personal interaction with Chuck Wielgus was nothing short of unmitigated respect. He was, and is, a man of intense conviction to do what is right in the midst of an intense globally competitive landscape. He cares about his coworkers as family and speaks to people as though they are more important than he is. He always seeks to understand and learn. His communication with staff, board members and all involved, is always centered on a life perspective of what is right, of health and happiness, and of personal achievement. With an ultimate measure of Olympic success, he will write a lengthy story about a YMCA learn-to swim experience and how invaluable that entry point is to the sport, and he will feel as much pride for the outreach work of the USA Swimming Foundation as the success of the U.S. National Team. For those who do not know Mr. Wielgus, or have not had the privilege to work with him, be assured, that the man behind the monumental success of USA Swimming, could not be a better leader, Executive Director, or human being.

Don Heidary  
ASCA Board Member  
Head Coach, Orinda Aquatics



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**Chuck Wielgus Resignation Letter to USA Swimming Members****USA Swimming Executive Director Chuck Wielgus Announces Retirement**

Longest-tenured chief executive in Olympic family pushed USA Swimming to incredible business growth and medal-winning success in the pool. COLORADO SPRINGS, Colo. – Chuck Wielgus, who joined USA Swimming as Executive Director in July 1997, will retire from his post after more than 20 years guiding the national governing body to unparalleled achievement within the Olympic movement. "This has been a long and difficult decision because I love USA Swimming and I have always approached my role with enthusiasm and passion. It has been an honor and a privilege to walk through the doors every day at USA Swimming with our dedicated and talented staff and work in service to our athletes, coaches, officials and volunteers who comprise the membership of our wonderful organization," Wielgus said. "I believe with all my heart that USA Swimming's best years are ahead. I am confident that the work we have done these past two decades has established a firm foundation upon which future growth can occur." The longest-tenured chief executive in the Olympic family, Wielgus added duties as Chief Executive Officer of the USA Swimming Foundation at its inception in 2004. He will retire effective August 31, 2017. "During his almost 20 years as Executive Director, Chuck has raised the bar for how a CEO in Olympic sports is measured. He has taken USA Swimming places no one could have imagined 20 years ago," said USA Swimming Board of Directors Chair Jim Sheehan. "From making our Olympic Trials into a world class event and creating the USA Swimming Foundation to leading an NGB that has been the top producer of podium finishes at the Olympic Games, Chuck has done more than any other person for USA Swimming."

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## Want to Raise Successful Boys?

— by Bill Murphy, Jr.

**Students—and especially boys—need hours of physical activity every day. They don't get enough because their schools won't let them.**

This is a story about successful kids (especially boys), common sense, and research.

Most of us spend hours each day sitting at work. Science says it's killing us, and we have developed all kinds of fads to combat it—from standing desks to smartphone alerts to get us up and moving.

Armed with that knowledge, however, what do we force our kids to do each day at school? Sit still, for six or eight hours. Now researchers say that mistake leads us into a three-pronged, perfect storm of problems:

1. We overprotect kids, trying to keep them safe from all physical dangers—which ultimately increases their likelihood of real health issues.
2. We inhibit children's academic growth (especially among boys), because the lack of physical activity makes it harder for them to concentrate.
3. When they fail to conform quietly to this low-energy paradigm, we over-diagnose or even punish kids for reacting the way they're naturally built to react.

### Start with the boys.

News flash: Most boys are rambunctious. Often they seem like they're in a constant state of motion: running, jumping, fighting, playing, getting hurt—maybe getting upset—and getting right back into the physical action.

Except at school, where they're required to sit still for long periods of time. (And when they fail to stay still, how are they punished? Often by being forced to skip recess—and thus they sit still longer.)

It's not just an American issue. Researchers at the University of Eastern Finland recently tried to document whether boys actually achieve less in school when they're restricted from running around and being physically active.

They studied 153 kids, aged 6 to 8, and tracked how much physical activity and sedentary time they had during the day. Sure enough, according to a report by Belinda Luscombe in *Time*, the less "moderate to vigorous physical activity" the boys had each day, the harder it was for them to develop good reading skills:

The more time kids ... spent sitting and the less time they spent being physically active, the fewer gains they made in reading in the two following years. [It] also had a negative impact on their ability to do math.

The results didn't apply to girls. I know that sounds sexist; the researchers offered a few possible explanations. Maybe there simply are physiological differences—or maybe the girls were just as eager to move around as the boys, but they were better able to set aside that disappointment and concentrate.

And for that reason, other researchers say, girls are rewarded more than boys in the classroom. "Girl behavior is the gold standard in schools," says psychologist Michael Thompson. "Boys are treated like defective girls."

### A dystopian, scary-cat world.

It's not just about less academic achievement, however. Many observers and researchers now say limited physical activity leads to real physical and mental harm in kids—even in the short term, before they've grown up.

Angela Hanscom, a pediatric occupational therapist, interviewed young kids to ask them what recess and play are like in the second decade of the 21st century. Their descriptions sound like a dystopian vision of a scary-cat future:

"We have monkey bars, but we aren't allowed to go upside down on them. They think we are going to hurt ourselves. I think I'm old enough to try going upside down."

"We have woods, but can't go anywhere near them. It's too dangerous."

"When it snows, we can't touch it with our foot, or we have to stand by the teacher for the rest of recess."

"Restricting kids' movement like this leads them to increased anger and frustration, less ability to regulate emotions, and higher aggressiveness during the limited times they are allowed to play, Hanscom writes. "Elementary children need at least three hours of active free play a day to maintain good health and wellness. Currently, they are only getting a fraction."

### Expanding the definition.

You probably know that ADHD diagnoses in kids are more likely now than they were in years past, but you might not realize that the number of diagnoses is still rising—and at an alarming rate.

In 2003, for example, it was diagnosed in about 7.8 percent of kids, but that rose to 9.5 percent in 2007 and 11 percent in 2011. That's a 40 percent increase in eight years.

Why? For one thing, we've changed the definition of ADHD to make it more expansive. Many critics argue it's also because of the pharmaceutical industry, since the leading treatment for ADHD is use of the prescription drug Ritalin.

And Hanscom, in a separate article, says it's also because we're forcing kids to sit still longer—and they're simply reacting as nature intended.

"Recess times have shortened due to increasing educational demands, and children rarely play outdoors," she writes. "Let's face it: Children are not nearly moving enough, and it is really starting to become a problem."

### Misaligned incentives.

Of course, these are complicated issues. Nobody wants kids to fail or develop health problems. But given the trends in science and research, why won't more schools at least experiment with including more recess and physical activity in their schedule?

The most commonly cited explanations are both simple and frustrating. Last year, for example, the New Jersey state legislature passed a law requiring public schools to include at least 20 minutes of recess each day—but the governor vetoed it, calling it a "stupid" idea.

Another big adversary is standardized testing, because the time required to prepare for and take tests has to come from somewhere. ("When we have standardized testing, we don't get recess," said one of the students Hanscom interviewed.

"The teachers give us chewing gum to help us concentrate on those days.")

There is also simple inertia. It's much easier to control a classroom in which the kids have to sit quietly than one where you allow for a little bit of managed chaos. Nobody judges teachers by whether they gave kids enough recess during the day. And as long as we have overly protective helicopter parents, there will always be fear of liability issues. My free e-book, *How to Raise Successful Kids*, has more insights and advice on parenting.

Play around a bit. There are a few signs of hope. An elementary school in Texas began working four recess periods per day for each child into its schedule, for example. That was a big enough story to make the national news.

Result? Students are "less fidgety and more focused," one teacher said. They "listen more attentively, follow directions, and try to solve problems on their own instead of coming to the teacher to fix everything."



"But this approach is the exception to the rule. Until schools figure out how to incorporate lots of movement and play into their schedules, it will be up to parents to compensate."

So set a good example with your own physical activity, and maybe side with your son (or daughter) if he or she gets in trouble for moving too much at school.

Hanscom reminds us of the stakes: "In order for children to learn, they need to be able to pay attention. In order for them to pay attention, we need to let them move."

— by Bill Murphy, Jr.

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neuroplasticity  
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brains."**

- Coach Michael Brooks, ASCA World Clinic

## Quick Thoughts

— by Coach Michael Brooks

"You've got to get a kid thinking, 'this is important. This is important to me, this really matters'."

"The hard part is getting them to stay focused, but they really, really have to do so. At some age groups it is beyond difficult. (teenage girls)" "Practice makes permanent. We have made those bad strokes overlearned, habitual and normal."

"A different way that coaches can coach, with completely different assumptions underlying it, is to just ask a lot of questions. "what is your right arm doing at that point in the stroke?" (editor – Socratic Method – not exactly a new idea, but critically important.) "I ask 10-12 question for every one statement I make to swimmers"

"For each stroke, I came up with what I call the stroke catechism. For each stroke, it's a list of approximately six to 10 skills that I consider fundamental to an effective stroke. Each of these skills is illustrated by a video clip.



"Practice makes permanent. We have made those bad strokes overlearned, habitual and normal." "A different way that coaches can coach, with completely different assumptions underlying it, is to just ask a lot of questions. "what is your right arm doing at that point in the stroke?" (editor – Socratic Method – not exactly a new idea, but critically important.) "I ask 10-12 question for

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"Blocked practice is learning one thing at a time, very intensively, "random practice might be 20 X 25, where I change the teaching point every 25 and ask them to "get it"

"Rainbow or Random practice – 20 X 25 , I only tell the first swimmer in the lane and then they pass it back to each other i that lane, so EVERYONE has to repeat the instructions just before they leave the wall"



"Observational learning – the child watches a video – not verbal instruction – and then trying to mimic it or imitate the model – they watch, then perform, they watch, they perform."

"Pacing skills – this is how we put them together under a range of expectations,

"Rainbow or Random practice – 20 X 25 , I only tell the first swimmer in the lane and then they pass it back to each other i that lane, so EVERYONE has to repeat the instructions just before they leave the wall"

"Observational learning – the child watches a video – not verbal instruction – and then trying to mimic it or imitate the model – they watch, then perform, they watch, they perform."



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**"Coaching is  
Teaching.  
Therefore the  
coaches biggest  
attribute is his/her  
teaching skills"**

- Coach Tom Himes, ASCA World Clinic

## Quick Thoughts

– by Coach Tom Himes

"There are no great secrets to the long-term success of NBAC; we just put a lot of hard work and thought into the implementation of ideas we chose to use in NBAC."

"I define an age grouper as someone 18 and younger who lacks the age, physical maturity and or mental maturity to compete at the senior-elite level."

"I believe it is very important for the whole coaching staff including and especially the age group coaches, to be involved in and aware of, how and why the club operates as it does. It is important for the coaches to know the business side as well as the operational side of the program."

"It is ideal to have your new coaches mentored by your experienced staff."

"Maybe it was last year...a new parent asked me what our 8 and under team records were... I just said "GOODBYE". You can do that with a coach owned team."

"If you find out during the tryout process that a given parent is nuts, why let them come on-board?"



"The only way to build trust with parent and swimmers is through open and honest communication. I am a tell it like it is type of coach. Got to be honest about the highs and the lows."

"Coach-Swimmer Communication. Without a doubt this is the critical relationship to achieve the most from the swimmer, resulting in the highest levels of performance. TALK WITH YOUR ATHLETES."

"Swimmer will learn the most from us teaching them how to correct their inefficiencies, whether it be in or out of the water issues. Be honest in communicating with your swimmer."

**"There is no day  
so bad that  
coaching ten and  
unders can't fix"**

- Coach John Leonard, ASCA Executive Director

## Quick Thoughts

### – by Coach John Leonard

"I think there are two things that swimming coaches are to do; first is help children swim better and faster and the second is to help parents raise better people. The second one is why I am still coaching at 68 and will be until I go permanent room temperature."

"Hard work is of value all by itself. It needs no other explanation or definition. Learning to work hard is a value for life."

"We get nowhere in life without appreciation and appreciation breeds respect for others as well as respect for your own efforts. If an athlete has to learn to appreciate (their parents, their coach, their friends) then we must teach them."

"I always ask parents "what made you the success you are today?" And the answer is always some version of "walking ten miles to school barefoot through the snow". The hardship story. Yet those same parents don't want their children to experience hardship! Crazy. They get it, IF you point it out to them. Athletes (children in general) need hardship and challenge to grow and mature. Swimming is perfect for this."

"Talking to athletes about learning it correctly the first time...."if you don't have time to learn it correctly the first time how will you ever have time to re-learn it correctly?"

"The three immutable rules of improvement for Life"

**Show up.**

**Honor Your Teammates with Your Effort**

**Do things correctly.**

"One of the most important aspects of growing up is learning self-regulation. If the parent is a helicopter or Curling Parent, the poor child never gains this life-skill and disaster occurs the first opportunity that presents it's self. Imagine the girl who never had a parent-supervised drink at home. Now she's in college and goes to her first frat party. Imagine."

"Autonomy matters. Build some into every practice. A little bit of danger requiring courage matters. Build it into every practice."

"Chase one Rabbit. Thanks, Coach Confucius. Do one thing at a time. Multi-tasking is a myth. You can't do two important things at the same time. Sure, you can wash the dishes while the laundry soaks. But those are not important things. Chase One Rabbit when it matters. (and it always matters, or should.)"



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## Coaching is More Than A Job : It's our Profession

— by Coach Kathleen Klein Prindle

### From the ASCA 2016 World Clinic

#### Introduction by Ira Klein

Good afternoon. My name is Ira Klein. I'm one of your ASCA board members, and I have a very distinct privilege today to introduce our next speaker. Kathleen and I were talking earlier, and she's a little nervous. This is her first time speaking at the ASCA Clinic. George Block was saying earlier, that this is the greatest collection of coaches in the world. So to get up here and give your information, your thoughts, to a group like this does get to be a little unnerving. My original recommendation to her was imagine everyone in the audience sitting in their underwear. But now we have all of this technical problem going on, so just take your outer clothing off. [Laughter]

**Kathleen Klein Prindle:** No please don't!

**Ira Klein:** Anyway, it's awesome that Kathleen's giving this talk today. By the way, this is Kathleen Klein Prindle and, believe it or not, no relation [to me, Ira Klein]. It's "Klein," all right, but no relation! Too many individuals in our careers see coaching as a job, but it's far more than a job, right? It's a profession. It's a vocation, as well as an avocation, right? I'm thrilled to have Kathleen giving this talk today because she brings that [professionalism] out in everything she does. One of the main things I want to share is that Kathleen is an ASCA Level 5 coach. She is also a member and a Vice President of the ASCA Board. One of the early talks, I think it was the one by Chuck Warner ("The American Swimming Team") mentioned that in our numbers today, our female coaches outnumber our male coaches. Not by a lot. It's like 50 point something percent to 49 point something percent. But our ASCA board is not 50% women. It should be, but it's not. Because not enough women step up. I can imagine how intimidating it can be when to see the group of male coaches that we have sitting in that room sometimes. Maybe a year or two from now it will be 50% women.

Kathleen is a graduate of Penn State University. She has started two clubs on her own currently. For the last six years, she coaches a team down her in the Florida Gold Coast, called Performance Aquatics (PAQ). She has also launched a couple of learn to swim schools. She is here to help give us some information from her side about being a professional within our coaching careers. Without further ado, Kathleen Klein Prindle.

**Kathleen Prindle begins:**

Just out of curiosity, if you all wouldn't mind doing a show of hands. Can you raise your hand if you are a full-time coach? Oh. Wow, a lot here today. Okay, thanks. And then if you're a part-time coach? Thank you. It's interesting because the percentage in USA swimming (based on enrollment numbers from 2015), shows there were, I think, if I remember the number correctly, 18,550 coaches registered in 2015. But, only about 21% were full time coaches, and something like 78% were part-time. So it's really neat that there are so many full time coaches here. Cool. [Referring to slide on the screen] You can see definite gender differences, and that's fine, but you can also look at the ages of coaches who were registered in 2015. These are the registered coaches in 2015. I believe the blue columns are female, and the black columns are male. It's a little hard to see the actual numbers. If you at the spike...now if you are in what's known as the Millennial Generation (which according to Google is ages 18 to 35) can you just raise your hand? Because I want to know –yeah, look at that –I want to know if this room is a representative of that graph. Next, if you are in what is called Generation X or Gen X, can you raise your hand? Okay. And then, the generation beyond that is the Baby Boomer generation. Hi Boomers, not too many of you (chuckles). Okay, this is very interesting to me.

There are 100 ways you can analyze this graph, but the reason that this presentation came about in the first place is because of that giant spike in the number of Millennials registered as coaches. I guess I'm the middle generation; Guy [Edson] might be the older generation [chuckle]; but most of the people in this room are the Millennial Generation — which means that you are the future of coaching and of swimming. It's really important that you approach coaching as a career and not just a job. And I think that is kind of preaching to the choir because everybody who is here, probably already views swimming as a career. But the world is changing and we want to, and need to, change with the world. Part two reason for this talk is because we have to approach coaching as a profession, not just our job to pay the bills. We all love what we do (I hope), but we need to take it to the next level in order to be competitive in today's global economy.

So if you look here [at slide on screen], there's a giant spike of 19-20 year olds. I would assume that's because people are coming out of college. They might not know what to do. So what the hell, I swam competitively, I'll try swim coaching. And then very quickly that falls down, because people realize that they're not going to make a lot of money doing this, so you see a little drop. And then, as you can see, there's next a big dip. The lowest point I can only attest to seems to be late 30's — and that seems to be child-bearing years or family time, and seems as if a lot of coaches might take a step back and do things with their families, because there's another bump up when people hit their 40's. Either way, we're LOSING a lot of the Millennials. If you look at this, if you just look at the general age. Then, my God, by the time people are 60 there's like nobody left. So, I really think it's important that we address this and that we find a way to make what we love so much into a viable profession. I think it's important that we find a ways to make a living out of it, and to grow as professionals from our experience on the deck.

(Next slide goes onto screen) So this is a book. Well, it's a picture of a book. This book is called The Coaches by Bill Libby; it was published in 1972. I just want to take a second and read you an excerpt. It takes a minute and 21 seconds to do it, (I timed myself). I just want you to kind of envision 1972 when you're hearing this. This is from the foreword of the book and its entitled "Coaches Are a Strange Breed:"

He's called the Coach and it's a different job. There's no clear way to succeed. One cannot copy another who is a winner, for there seems to be some subtle secret chemistry of personality that enables the person to lead successfully and no one really knows what that is. Those who have succeeded and those who have failed represent all kinds. They're young, old, experienced, soft, tough, good natured, foul tempered, proud, and profane. They're articulate and even inarticulate. Some are dedicated and some are casual, but they all want to win. Intelligence is not enough and dedication is not enough. Coach cannot just let the job go for a while, or do a bad job, and hope no one will notice. He cannot satisfy everyone; seldom can he satisfy very many; and rarely does he even satisfy himself. He's out in the open being judged publicly by those who may or may not be qualified to judge him. Every victory and every defeat is public record. The coach, this strange breed, has no place he can hide. They plot their victories; they suffer defeats; they endure criticism from within and without. They neglect their families; they travel endlessly, and they live alone in the spotlight surrounded by others. It's unreasonably demanding — poor pay, insecure, full of unrelenting pressures. Theirs may be the worst profession in the world.

And (chuckle), it makes me laugh every time I read it. This gentleman, Bill Libby, interviewed hundreds of top coaches at the time because he wanted to try to understand the coaching lifestyle.

But you know, I think he's wrong, and I bet you guys all think that he is wrong as well. We have the best profession in the world. I don't know how many of you can relate to some of the things on this paper [the quotation she just read from the book], but I can relate to every single one of them. That kind of blows my mind. The other thing that blows my mind is that this was written in 1972. I know I'm older than some of you here, but if all of this is still ringing true. That means there haven't been that many changes in the coaching lifestyle since 1972! But think about all the changes that have occurred in our world since 1972. So I really want to persuade you today to understand that as the world is changing, and coaching can change too. We're not trying to rewrite the book or reinvent the wheel, but we do need to take steps to elevate our profession to become more driven, more educated, and more focused on the results — usually that means swim performance but it also means job security, and being able to make a living.

(New slide goes up on screen). I know it's so cliché to put a definition up there, but it is important because I want to make a distinction today. There are really three definitions on the screen. When you look at the first two, a "profession" and a "professional"... we do this. We already do this stuff. The profession is: any vocation or business requiring some sort of learning, body of learning. So you have to "know something" to be part of a profession. And a "professional" is: a person who earns a living in an occupation frequently engaged in by amateurs, or engaged in an occupation as a business, or a means of livelihood. So this is stuff that we do. We have a "profession". Its swim coaching. And we're "professional" swim coaches.

The one that I want to focus on today is the third one on the slide and that's "professionalism." Similar — but very different too. This is straight from Dictionary.com — "pursuit of an activity for gain or livelihood" which, to me, is different than up above "participating in occupation for a means of livelihood." This is for gain. So, we're after something. So — I just want to be clear about that today. We're NOT talking not about the "profession" of coaching, we're talking about the "professionalism" of coaching. And, to me, that's a very big distinction to make. Okay, here's the distinction. The "profession" part is everything that you guys love to talk about, and what I love to talk about all day long. My assistant and I call it "geeking out" over swimming and just talking sets and times and swimmers and everything like that. It's the X's and O's. It's the nuts and bolts. It's the skills. That's what we love. That's what we build, and that's great. You can't do anything without that knowledge and that expertise. However, what about everything else? And to me, everything else falls into the category of "professionalism."

Coaching is already our profession. Taking it to the next level means we need to approach this with professionalism. I like the quote: "Professional is not the label you give yourself; it's a description you hope others will apply to you." [New slide]. The six points on the right are sort of my guideline to stay on track, but also, these are the things we're going to talk about. The first thing is about pursuing excellence to remain competitive. This is a bit of an older slide. It's all I could find, and I don't know why the map isn't showing up. It's a map of the world behind it. This is a graphic of the amount of money spent on sports versus the Gross Domestic Product from each country. In North America (and this is from 2000 to 2012, over a 12 year span). So in America we spent 1.6... 1.6 times the money on sports as we did on our GDP! You can see the same for other countries. I wanted to show you this to illustrate that sports is big business. We already know that its big business, but it's getting bigger.

Another show of hands... Has anyone (let's not count Rio because Rio is well, Rio), but has anyone been to a major sporting event in the last 12 months? NFL football game, hockey game, whatever? Just visually looking at hands, looks like 90% of the room has invested their time and money into attending a major sporting event. We have seen the rise of extreme

sports. We have the rise of fantasy sports. We have the rise of, you know, fitness experts and box gyms, and, of course, with TV and internet becoming more and more of a means to bring sports to everybody; I can only guess that sport is going to continue to become a bigger and bigger business. So globally it's growing. It's growing here in the U.S. I like this quote. The first quote on the thing [slide]: "We used to treat sports like a nice little play thing. Now, that's one of the top growth products in the world." This is a growth product!

So —Yes, we're coaches. Yes, we want our athletes to perform. We want to be on the deck. We want to do training plans. We want to go to Meets.... But, there's more. This is a business. I like the "show me the money" thing because I think that's what America is all about sometimes: "Show me the money."

The next number [on the slide] is a little bit of an older number, it's from 2014. It shows the worth of the sports market just here in North America. It was worth over 60 billion in 2014, and it is expected to reach 73 billion by 2019. That's a huge growth percentage. So — is swimming big business? Maybe. Do I want it to be this cold, you know, NFL style thing? No, but I think that there are opportunities for us as coaches to elevate our sport to the level of other sports [such as the] PGA and NFL. Why can't we? Why can't we have that? The words that I have written on the bottom for you are now that sports are a big business, everybody is jumping on the bandwagon. And we have a huge rise of fitness experts. And those fitness experts could be anybody from, you know, personal trainers, nutritionists, etc. I have a list of about 20 professions which have sort of evolved out of sports growing and becoming a big business. There's nothing wrong with that. It's a free market economy, and that's great.

The problem is, and this is what concerns us as coaches, that the ownership of performance used to be on the athlete. And now, it's shifting, and it's shifting to the expert. Any athlete, and you all have them I'm sure, if you've got someone who's maybe got a bit of talent, or maybe they have parents who are convinced that they have a lot of talent, and they've brought in every expert in the book to supplement what you're doing. That's great. Don't be threatened by that. That's excellent, but where's the ownership now? We have to make sure that the ownership is still on the athlete and it's not shifting away from the athlete. There are two things about the big business of sports that really need to concern us in the swimming world: ownership is one; and then the other is that we need to ensure that we continue to grow, as other sports are growing throughout the world. (Tell me if I'm going too fast or too slow. I have 53 slides to get through). So — the pursuit of excellence is necessary to be competitive.

The next thing is that in swimming, I didn't see a career path at all. I came from an outside profession. I was an executive in the fashion industry for nine and a half/ten years. When I came to the world of swimming, it was such a different feeling. It was, literally....there's no career path at all. If you're lucky enough to find a mentor, that's great. If you're lucky enough to get a great job right off the bat, that's great. If you're in college coaching and you end up on in a D3 track and you love that track, you'll probably have lots of opportunities in D3. If you want to jump to D2 or D1, it is a lot more difficult. So, there is no set career path for any coach, which we'll talk about later — but that's really a blessing in disguise. There are education pieces that you all can take. ASCA is the first and only organization that has a widely-accepted the Certification Program. Other organizations are developing them, and I think it's great. I think the more education we can get ourselves, the better.

I don't know if you know what this picture is [looking at a new slide on the screen]. Does anyone know what this is? You do. [points at audience member]. What is it? It is The Incline. So this is the trailhead at the Manitou Incline. It is a giant set of stairs in Colorado Springs near the Olympic Training Center. I don't know if you can see the words here [on slide], but these are my own conclusions about a career path. It's rarely linear in the swim business. There's no set path. It's different for every person. Sometimes, it is what you know that will get you the opportunity; sometimes it is who you know that will get you the opportunity. And, of course, if you have a lot of luck and you have a great athlete walk onto your pool deck, that's sort of a right-place-right-time opportunity.

If anyone was at the awards banquet last night, I love what Mark Schubert said. He said: "The athlete creates the coach. The coach does not create the athlete." Those of you who have had an elite athlete understand. For those who have not yet had an elite athlete...the first time you have one to work with, you learn way more from them, than they learn from you. If you're lucky enough to have that happen early in your career, then you are probably on your way. If you're not lucky enough to have that happen early in your career, then the onus is a little bit more on you to make sure that you're getting that education. So, think differently.

(In my case), I graduated from college and wanted to work in New York City in the fashion industry. I started out in a management training program at Macy's department store. I'm sure you've all heard of Macy's. At the time, and it may still even be, it was the top management training program available in New York City. So of course I wanted to do that program. I hated every minute of it, but I stuck with it because I needed that kind of training. Then I decided that I wanted to work... and you guys will laugh, but, I wanted to work for the most popular mass market brand that was available — at the time that was Liz Claiborne. I don't even know if they still sell anything, but believe me in 1990, that was a pretty hot brand. So I worked really hard to get a job there. I interviewed several times and finally found a position... well got invited to take a position as a sales assistant. This sales assistant position was coveted by every young, single girl in New York City because you got a clothing allowance, and you basically got free clothes. And I just love the smell of new clothes. I still do to this day. So, I finally got that job (and I won't bore you with all the details), but I spent the next nine years with the same company because I kept getting opportunities to grow and advance. It was much like the early trailhead of this Incline right here. It was step, step, step, step: Sales Assistant to Sales Assistant with a bigger book of business to Account Executive — the youngest person ever promoted to Account Executive. Okay. Great. [They] gave me a bunch of little small specialty stores. Handled that very well. Gave me mid-level department stores. Handled that really well. Gave me the big dogs: Bloomingdales, Nordstrom, blah, blah, blah ... all the big ones. Then that wasn't enough. I got moved to another division. My goal was to work...I eventually wanted to run the International Division because I wanted to run an International Division of a Fortune 500 company, so I did. I was the youngest person promoted to a Sales Manager. Great. Then finally, endlessly, the youngest person to ever run an International Division of our Fortune 500 group of companies.

I'm not saying that because that's so great and awesome. It was a lot of work, and I made no money at the beginning. But was... it was a career path very much like these steps. Every time I took a step, I went up, up, up, up — and it was very simple because it was very clear what the next step was, because everybody sort of followed that same ladder.

We can talk a little bit now about the Manitou Incline. I'm going to read this so I don't get it wrong:

"The Manitou Springs Incline is a popular hiking trail rising above Manitou Springs, Colorado. The trail basically is the remains of a former railway whose tracks washed out during a rock slide in 1990. The Incline is famous for its steep grade with an average of 45 degrees going as steep as 68 degrees in places (She demonstrates and says: 'That's like this'). The Incline gains over 2000 feet, which is over 600 meters, of elevation in less than one mile."

So you can see, the picture on the left is an actual photo.... It's a view of the Incline from the pool at the Olympic Training Center. There's a little window there. You can see the Incline, and you can get a vision of how narrow it is, and how straight up it is, and how high. The graphic on the right shows an overview map of the paths on the Incline. I thought this was a really good way to illustrate "career path" because there is more than one path that you can take even on the Incline. I think the most popular way, and certainly the way I've done it most time is you climb straight up, and once you hit the top you rest for a while, and then you can meander down. But I've seen, 100s of times, guys on mountain bikes, mountain biking up or winding up the down path, I should say. I don't think they ever try to bike down that the set of stairs, the one mile straight-up set of stairs. I don't think they did that. But... everybody has their own path there. And you have to take that and go at your own pace.

**Side story:** The first time I hiked the Incline was in 2012, and I was fortunate to have a wonderful athlete, and we were headed to her fourth Olympic Trials. And so we went in late spring [to the Olympic Training Center] in preparation for the Trials Meet which was coming up at end of June. I don't know how she talked me into this, but we had a recovery day, and it was her idea to hike the Incline on a recovery day. So, I'm a little embarrassed that I even agreed to it, but we did. So we started there [at bottom of steps in picture] and she challenged me to try to beat her. Well, we're just as competitive as our athletes are in other ways. So, I'm like: "All right." Well, look at that path. it's straight ...can't be too hard...I know what's happening, so I just attacked it and I just went after it, and I lasted like 50 steps and I had to stop and you know, bend over and catch my breath. She just laughed and passed me. That's the last time I tried to compete with any of my athletes. But—I learned a lesson, which was this: not every path is straight and narrow, and not every path is straight up. We both made it to the top, and you know what? Actually we both made it to the top at about the same time. And we each took a different way. I tried to attack it; I failed; I had to rest. She took it slow and steady and because she had done it about 10 times, she knew the trick. But, I learned from that.

I don't know if you've ever heard this expression: "There's more than one way to skin a cat." Has anyone heard that? Where's Rory [Grigull, an assistant at PAQ] — Do you remember when we talked about this? He coaches with me, and I said this to him on the pool deck one day. And he said: "That's disgusting. Who skins cats? And why is that an expression?" Then he said: "Sounds like serial killers, you know, skinning cats..." But this is an expression I learned from my grandmother. I grew up in Northeastern Pennsylvania. Is anyone from there? And you've never heard that? Oh you have. Do you see? This is actually a real expression, an idiom from the 1800's. I think about it almost every day because it means there's more than one way to get things done. There's more than one way to build your career; there's more than one way to train your athlete; there's more than one way to tie your shoes. So there's more than one way to skin a cat, and hopefully I'll never forget that. So, if you feel like whatever you're doing isn't right, and you're on a dead end path or whatever... "There's more than one way to skin a cat." You can [change]. It's okay. It's okay. You will find your path. It might not look like you thought it would, but it will still be a path. Okay. Back to the topic. Career paths are not clear, especially in our industry.



But there are some fundamentals that are universal. It comes back to my earlier slide about “profession” versus “professionalism.” Really, if you want to be technical over semantics, it’s “proficiency” versus “professionalism.” So again, “proficiency” is what we do every day, what we work on every day. And “professionalism” is everything else.

I love this quote. It is from Coach Dick Shoulberg. He was talking about his first coach, who was actually a track and field coach, who said: “In every town in the USA, there’s an Olympian. Unfortunately there isn’t always an Olympic coach. Wherever you live, you can develop an Olympian.” So, wherever you live, whatever you’re doing, whatever role you’re in, that doesn’t stop you at all. If you have the proficiency, good. I think in this day and age, the Information Age, we all have access to a lot more information than we ever have. We have access to better information than we ever have. So there’s really no excuse not to be producing Olympians from every corner of the world, by volunteers, by assistants, by head coaches, by whomever. I feel strongly about that.

Since we do love X’s and O’s ... I just have one slide on the X’s and O’s. Because proficiency is fundamental. We all need to make sure we have the proficiency, and none of us is ever going to have it fully. So, the fact that you’re here, continuing to learn is important. I commend you all, and I commend all of us who are here continuing to learn, as well. Nothing beats time on the deck. I’m sorry. I wish I could say there was a shortcut, but just like we tell our athletes, there is no shortcut. You’ve got to do the work. Same for coaches. We have to do the work. You cannot expect to have all the knowledge needed after being on the deck for a day next to someone who’s been on a deck for 30 years. Book learning just cannot replace time on the deck. That’s part of your proficiency.

I always recommend coaching a range of athletes to develop skills for your career, meaning: coach age group, coach senior athletes, see if you can coach post-grad, go volunteer with a college program. Run your learn-to-swim program at your club. Every level is important because they all fit together. The skills you learn from teaching 8 & Unders are going to be applied to your 17-year olds who can’t quite get, you know, breaststroke kick, and you have to take a step back. It goes vice-a-versa too. I’ve had Olympic swimmers with whom I’ve had to go back and use skills that I would use on a six-year old learning how to blow bubbles. I had two girls, sprint freestylers, who would never breathe; they just held their breath while racing. They never had air exchange at all! It blew our minds that these people were successful as they were, never having learned how to breathe. These people were...one was 26, and one was 21. So, coaching and teaching a range of levels can only ever help you.

We just talked about becoming a student of the sport. Proficiency. That goes without saying, but never lose that! I mean, there are coaches in here who I’m so impressed with and intimidated by, and they sit in these seminars along with everybody else, and learn and take notes just along with everybody else. No matter how long you’ve been in this business, I think you can really still get something from every person that you encounter. I learned that from one of the [ASCA] Board members several years ago and it stuck with me because it is so, so true.

Find a mentor: We all know about mentors. I don’t want to spend too much time talking about mentors, but finding a mentor is always a good thing. You still have to be your own professional and your own adult. You can’t expect your mentor to hold your hand and create your career for you, but it’s important to have them. I wouldn’t be anywhere without the mentors that I’ve had in my life. It is really important. I don’t want to overlook that. But we’re not here today to talk about mentors.

Build a network of coaching friends: Hopefully, you’ve all made a few new friends while you’re here. I live right up the street so I’m I guess I’m lucky, because I already know a lot of people in this audience, which is really cool. But, hopefully, you’ve had a chance to meet some people and make some friends. It’s always good to have that friend across the country whom you can call and just say: “Okay, at my club, we’re doing this. Is this dumb?” And they will tell you if it’s dumb or not. And no competition...It’s not like you’re neighbors. You can find people. I think that’s important too. The biggest thing on this slide, for me (and, again, we are not talking about proficiency here, but about developing your own training/ coaching philosophy) is that you need to have your own point of view. If you don’t have one, please get one soon. You might say: “I don’t know enough yet to get one [a point of view].” Just get one. You can change it. You’re allowed to change it because it’s yours. So just have a point of view.

I think I see my friend Jay in the audience. Is that you Jay? My eyes aren’t that good, actually. Coach Jay Fitzgerald is Head Coach who built the legendary Pinecrest Program in Ft Lauderdale. He has done a lot for our sport, plus he gives great advice. He once told me that (this was awesome): “Training programs are like used car lots: there’s a 100 different brands of cars; there’s a different brand for everybody, and one car may work for one person, but not for another. There’s something for everyone.” So if you’re too afraid to have a position on training or a coaching philosophy, don’t be. It might not be perfect, but you will evolve it over the course of your career. So, this is the one and only slide on the X’s and O’s of coaching.

We will move on. Professionalism is everything else. Its three major categories are: how you speak; how you act; and how you look. How you speak is really the “Communication” factor. How you act is “Consistency.” And how you look is “Comportment.” We’ll call them: “The three C’s.” Actually, in the world of organizational psychology or industrial psychology, which is what I studied in college (it was sort of the psychology within the workplace or within corporations), “the three C’s” are a thing. So this is a real thing. I didn’t just make it up because I like alliteration. I do like alliteration. So, the three C’s: Communication, Consistency, Comportment.

(Looking at slide on screen)) If you’re a visual person, and you want to see how it fits together, you can see how Professionalism lies at the center of all of this. So I tried to be fancy and color code this, but the purple down at the bottom is another C. I did add that one. [It’s] what you know: “Capabilities.” That’s your “capability;” that’s your body of knowledge; that’s your skill set that you are building as a coach. Comes from your time on deck, et cetera, et cetera.

If you go back to the top [of the slide], how you speak is in green. [It is] your Communication. That’s a skill. How you language things is a skill. Some people are born with the skill. Some people have to develop the skill. But language is powerful. And we know that. In anti-bullying campaigns, we’ve heard about how powerful language is. In the USA-Swimming Code of Conduct, you know, profanity is not allowed because words are powerful. Language is powerful. You need to remember that you have a lot of power in the language that you use. You can, too easily, give that power away. So, you have to be very careful. Here is an example that is dear to my heart. My assistant coaches will recognize this one. (Suppose) you are late. I tend to run late sometimes, I’m not proud of that. But, language is power, so (what you say) depends on your audience. Who’s your audience? If you are keeping your dear assistant coach waiting, who is as impatient as the day is long, you say: “I’m sorry I’m late” — because you are indeed truly sorry that you’re late. [Or, perhaps], if there are a bunch of bratty swimmers sitting there who are just going to be obnoxious about it, you just say: “Thanks for waiting.” You don’t apologize. So, you’re keeping the power within your language. You’re not abusing it. We don’t want to abuse language. But, you are holding that power in the language that you choose, and in the way that you choose to communicate. It’s very important.

(Suppose) you are late. I tend to run late sometimes, I’m not proud of that. But, language is power, so (what you say) depends on your audience. Who’s your audience? If you are keeping your dear assistant coach waiting, who is as impatient as the day is long, you say: “I’m sorry I’m late” — because you are indeed truly sorry that you’re late. [Or, perhaps], if there are a bunch of bratty swimmers sitting there who are just going to be obnoxious about it, you just say: “Thanks for waiting.” You don’t apologize. So, you’re keeping the power within your language. You’re not abusing it. We don’t want to abuse language. But, you are holding that power in the language that you choose, and in the way that you choose to communicate. It’s very important.

How you act is “Comportment” — and that’s in the blue [on the slide] because that goes under your behavior. If your behavior is consistent, then you’re golden. You know, they say “Actions speak louder than words.” It’s very true. Whatever you’re saying, it’s very important that your behavior matches up with what you say. How you interact with your world becomes what you’re known for. You don’t want to be “that coach” the one no one knows what they’re going to get that day: “Oh. Is she going to be in a bad mood? Is she going to be in a good mood? Is she going to snap? Is she going to return my email or is she not going to return it?” Whatever you are, for better or for worse, try to be consistent, because then people know what they’re dealing with. They will trust you when they know that they’re getting what you say that they’re getting.

OK — how you look. I put “Caring” there because I want us to care how we look. I don’t want to be superficial. I want us to take pride in what we do for a living, and care enough to put a little effort into that. Care enough to wear your team shirt. Care enough to brush your teeth, shower, workout, et cetera. Care enough to, you know, just put in an appearance that shows that you have pride in your work.

So, back to this professionalism thing. It’s important also to define what that means to you. And that’s going to be the next part of this talk. When I was asked to do this talk, I was really concerned about what to say. They said: “Would you please do a talk at ASCA and would you talk about professionalism?” And, I thought, “What am I going to say about professionalism?” You know: wear your team shirt; don’t talk on your cell phone during practice... You know, this kindergarten stuff. But, as I started to really put this presentation together, I was completely overwhelmed with all of the factors that go into being a professional, and everything that has to do with professionalism. That’s why there are 53 slides. We might not get to them all, that’s why I’m talking so fast. There’s so much information that I feel is important, that I didn’t even realize was important, until I started looking at it.

First, we have to get to our “Why.” I won’t spend too much time here, but that whole Red Cross safety classes’ saying: “Know before you go, and know before you throw” fits here. It’s kind of the same [with us]. You need to know before you jump forward in your career as a swim coach. You have to know “what” you’re doing. You have to know “how” you are doing it. Most important, [you have to know] “why” you made the choice to do it that way? There was a discussion panel at the 2014 World Clinic “Building a World Class Coaching Career.” It was with

Richard Shoulberg, Dick Jochums, Jim Montrella, and George Block. [see ASCA 2014 ASCA World Clinic Yearbook, pp 178-200]. And they discussed this idea of a Golden Circle [p. 197, George Block: "it looks like an archery target; the outside circle is 'what,' the next one is 'how' and the middle one is 'why'"]. I thought it was pretty cool to think about, because the "why" is always at the center of the circle. And it also should be at the center of everything that drives you in coaching.

When you're asking about your "why" (and again this will help you define what being a professional means to you), think about the hard questions: "Why do you work where you work? Why do you work at (my team's called PAQ), why do you work at PAQ and not, you know, Joe Schmo team next door? Why do you work with the athletes that you work with? If you're working with age groupers, "Why are you doing that? Do you love them? Do you enjoy them? Do they drive you nuts?" You have to ask yourself these hard questions when you're building your career.

For me, I saw two ways to build a career in the swimming business. Okay and I'm trying to create a double pronged approach and try to do both things at once. I'm sure you've heard the expression: "This is a meritocracy." If you get someone on the Olympic team, if you get a fast swimmer and they win Futures, or they are at the top of their age group or whatever, or they're the national champion... ok that's our "meritocracy." You're automatically considered a good coach. You may be. You may not be. But you're considered a good coach because you have the performance. But when you think about that, and I don't remember this exact number... but I do know that 0.02 to 0.03% of our swimmers make the US Olympic team. So, if you're only goal is to get someone on the US Olympic team, you need to find another goal. Not that it's not going to happen... it can happen and, hopefully, it will for every single person here. But, are you going to be miserable every day along the way because you don't have anyone on the Olympic team yet? No. You need to have a goal, but you also need to have another plan in place. Think about this: 0.2% of coaches serve on USA travel staff. If you're on the Olympic staff that went to Rio, that's amazing. They represent 0.2% of our coaching population. I have here (and my math is really never to be trusted) a slide from a talk I did last year, it's old math from 2014 stats, but ... 1% of swimmers will achieve U.S. Olympic Trials Time Standards. That was estimated at the time. It's probably wrong, but regardless, the percentage is still very low. Only 2.5% of swimmers achieve Junior – Senior National times. That was also from 2014.

So, if you're only goal is to get someone on the US Olympic team, you need to find another goal. Not that it's not going to happen... it can happen and, hopefully, it will for every single person here. But, are you going to be miserable every day along the way because you don't have anyone on the Olympic team yet? No. You need to have a goal, but you also need to have another plan in place. Think about this: 0.2% of coaches serve on USA travel staff. If you're on the Olympic staff that went to Rio, that's amazing. They represent 0.2% of our coaching population. I have here (and my math is really never to be trusted) a slide from a talk I did last year, it's old math from 2014 stats, but ... 1% of swimmers will achieve U.S. Olympic Trials Time Standards. That was estimated at the time. It's probably wrong, but regardless, the percentage is still very low. Only 2.5% of swimmers achieve Junior – Senior National times. That was also from 2014.

So — you've got to find another way. A two-pronged approach.

Well what's the other way? Find a way to be of value to your community, and also to your sport. And that's where the "professionalism" comes in. You can be just a straight-up great coach, and just have the X's and O's down pat, and you've got someone special ... I'm randomly picking out names here... someone like Katie or Missy or Michael, good for you. But — there's other ways too. There's a lot of value in seeing the big picture in our sport. If you can see the big picture, you can very easily take the next step. If it's clear to you what the next step is, you'll be on the cutting edge. You'll be the first one to take the next step. People who are just in the bubble of their pool deck everyday are certainly going to do a really good job there, but they might not be able to see what the next step is.

Okay, let me move on. So, finding your "why." Again, you can use that 'golden circle' thing that George Block spoke about. But really, it's your beliefs and your values, because what you believe and what you value determine what your vision for yourself is. And then, your vision for yourself is reflected in your behavior. Unconsciously. You don't even have to think about it. And then, you know, your behavior is sort of the external showing of what your insides are. And then your goals reinforce that, reinforce what you value. From there, you can determine your "why." So — that's a little windy, but it's just trying to illustrate that what's inside of you is where this is all coming from. It doesn't come from anyone else.

So — back to that Golden Circle with the "why" in the middle... But let's not overlook the "how" and the "what." So the "what" is for me the "watershed moment". Does anyone know what that is? So, thank you some person [responding to audience member/chuckle]. I think it literally means a piece of land between two bodies of water. But, really, what it refers to is a moment in your life which is big, which you might not even realize is happening until after it happens. It's big, and it changes your direction for you.

Or — maybe it forces you to actively change your direction. That's a watershed moment. Watershed moments can be happy. They can be sad. They could be the death of a loved one. They could be a huge promotion. They could be anything, but they help mold you, and then they become the pathway to the next step. The "how," though, becomes when we look at those watershed moments, and we understand what they mean for us. And again, it can unconsciously or subconsciously change your thinking, or you can actively then change your thinking on purpose.

I'm not going to bore you with every watershed moment in my life, but there's a few that really help illustrate where the swimming became a career. One big one for me was the Disney Dream. Has anyone been at Disneyworld? Disneyland? Most of us hopefully, have. Well, I did an internship at Disneyworld years ago, 1990-ish. If you've ever been to any of the Disney properties, the Disney employees all wear name tags. They're white; they're oval; they have their first name and what city they're from. And then on the bottom, it says: "Dream." Because these employees are living representatives of the Disney dream. Disney loves acronyms, and so do I. The word "Dream" stands for "Disney Resort Experiences are Magic." Every time an employee puts their badge on, they're supposed to say something corny like: "I'm living the Disney dream." It is reminding you that, as the employee, you're supposed to be providing a magical experience. What I learned through that internship was very cool. I was very young. But I learned how important it is to have an element of professionalism. They have every detail planned to the second.

One good example is the way to point. They have a special way that they allow their employees to point, can you believe that? So I will demonstrate because I'm very good at pointing. So, if I'm going to call on you, I would say: "Okay, it's your turn." [She points directly at an audience member]. But that is NOT how you point at Disney. At Disney, you take two fingers, you curl your thumb loosely (because you don't want to point a gun at anybody) you just want to point, and you go: "It's your turn." We practiced pointing. What company is that specific?? I could go on for hours about some of the things that they have, but it's really about not being willing to compromise on what your standards are. I think that was the lesson that I got. Working at Disney was a watershed for me.

My friend Hollie [Bonewit-Cron] gave a talk here the other day and she actually mentioned this too. Pure coincidence, but illustrates how pervasive Disney culture can be. Hollie had gone on a Disney tour, and she was excited because they have a "No Excuses" machine. Afterwards, we talked about it, and I said: "You know that's real, right?" They actually do have a "No Excuses" employee vending machine! There's an underground tunnel at Disney, because Mickey Mouse can never be in two places at once, because, then, he wouldn't be the 'real' Mickey Mouse. So they have these secret tunnels where Mickey Mouse will pop up. If he pops up in Adventure Land, he will never be popping up at another Land at the same time. It's all about the magic of the experience. So — there is a special vending machine where, if you forgot your badge, they have really hilarious employee badges with fake names that are funny. If, where you work, you have to wear black socks, they sell black socks. So, no excuses. There's no excuse not to uphold their standards every day. That was a watershed. Because I learned that wherever I worked, whatever I did, I wasn't going to accept any excuses at all.

So — I went from the Disney Dream to the New York City reality. I love New York City. I was born in the Bronx. But I did not grow up in New York City. All I ever wanted when I graduated from college was to return to the City. My experience when I first got there, was basically "No money. No mercy." Because it's a rough life in NYC, especially if you're not making a lot of money. But, it changed a lot for me. I learned how to be tough. The fashion industry is not easy, and not kind, and you need to learn to develop a thick skin. So, I kind of went from La-La Dreamland into this gritty reality of New York — and I loved every minute of it. It is true what they say: "If you can make it there, you can make it anywhere," because battling every day just makes you tougher. Speaking of tough... this became a little bit of a mantra for us lately on our team. We had a Navy Seal come and talk to our team several years ago, in 2013. He was really cool. He talked about "confidence" and "competence" — which is basically the same thing as "proficiency" and "professionalism" when you think about it. This is the mantra of the Navy Seals. When they're going out on a mission, this is what they say to each other to get themselves pumped up. They know that they have the competence; they've put in the training; they can get it done; and now they have the confidence to complete the mission. So — if I had to sum up my experience in New York City it would have to be in the words of the Navy Seal's "competence" and "confidence." Another watershed. Learn to identify them when they happen!

I'm just stopping at this slide for a second because it might be interesting for some people, especially the X's and O's people. I applied some of our principles of training to the principles of creating a career for yourself. So, the "Principal of Progression"... we want to progress. Create the stimulus and manage the adaptations... and you can read so I don't have to, but, basically, don't bite off more than you can chew. You progress your athletes. You've got to progress yourself too. The "Principal of Threshold," which is pushing the limits of intensity. You should push your limits. Don't be complacent; push your limits every day. And once you push your limits, then you can set your boundaries — and you can see how far you can go, how hard can you work. You know, how successful can your athletes be? Et cetera. "Principle of Periodization," of course: season planning, goal setting ... same thing goes for you. So —

what you are doing for your athletes, you can also do that for yourself. "Principal of Function/Application." I have this taped up to my computer. It's my struggle every day: "Never let the urgent get in the way of the important." [Hard to] do that sometimes, but keep that in mind. And then the "Principle of Individualization." Of course, every path is different; every professional is different. It's all okay.

All right, so how you do it. We all want action items or steps, here they are.

I'm going to talk about some success factors I have a little alarm clock up here, running out of time. I think I'll try to buzz through these slides. [Next slide goes up on screen]. I couldn't do a presentation without bringing in someone from the fashion industry. And her message is: "It ain't about what you do, it's about how you do it." This woman is Iris Apfel, fashion icon. She's a jewelry designer, and she's still fabulous at 95.

This next success factor is about velocity and having patience. So, you know, when I ran up the Incline and I died after 50 steps ...if your swimmer goes out in a 200 free and crushes the first 25 and then there's nothing left for the rest of it... it's the same thing. Not that you have to go out relaxed every time in your life — but you do have to build. I loved, (I'm sure we all saw the women's 50 free race in Rio). If you really watch it, Simone Manuel actually, incredibly, builds that race. We all know how hard it is to build the 50. My argument to you is: if she can build the 50, in the shortest race in the Olympic program, then you can certainly build for your long term career. So, especially people in here who are Millennials. We are more used to instant gratification, quick promotion, and quick information. If you really love coaching, take your time and build a strong career for yourself.

All right, we all know, coaching is stressful. Ethics. I'm going to blow through a couple of these slides so I can stay on task. But again, ethics is at the core of your value system. And it is at the core of your "Why." Hopefully, you have a code of ethics. [She is reading from a slide on the screen and commenting...] This is a slide about making ethical decisions. Not to be negative, but if you look at the right side (of the slide), we've all had these thoughts. I have them every day, and I own my own club. I am obsessed with my club, but even I have these thoughts sometimes, and they lead nowhere good. So if you have any of these thoughts at work, please curb them. [She reads one]. "It's not part of my job description" is the one I hate the most. If I hear that, I go ballistic. And [She reads another]. "I don't care." I mean, if you want to be a swim coach, you care. You do the job whatever the job is. [And another] "I don't get paid enough." We've all heard that. "Everybody does it." "I'll do it the right way tomorrow. I'll slack today and leave it for tomorrow." Again, this goes to your ethics. No one is going to know if you're having these thoughts, or if you act on these thoughts, but YOU will. So, again, ethics is at the core of your level of professionalism.

Time management: Does everyone know about the 80/20 rule? 20% of what you do usually leads to 80% of your results. So I'm not saying, excuse the expression, do a half-assed job, but if you are pressed for time and you have to get something done, get the important part done, because that will produce most of your results. This, I think, started as a financial term. I think about it too, when I'm stressed out and I'm trying to get everything done. I think 80/20, 80/20. You know, just focus on what's important.

Communication: These [people pictured on slide] are some of my favorite people. These are some of my coaches. I could have 50 slides on communication, but I just want to give you one or two interesting little fun facts. Research suggests the average person hears between 20 and 30 thousand words during the course of 24 hours. That is a lot of words. Now, sometimes at the end of the day, my husband will say to me: "I have no more words left." He means: "Don't talk to me anymore. I can't hear anything else". I could give you some more stats. People spend between 70 and 80% of their day engaged in some form of communication — About 55% of their time is devoted to listening. Some people are chattier than others, but on average, the typical person utters anywhere from 125 to 175 words per minute. It's a lot of words. So again, listening versus hearing is very important.

I'm not in the military, although I'm using all these military references. There's a thing called "Commander's Intent." When they're sending people out on a dangerous mission, the Commander's Intent is three parts: "Prepare your people well; Communicate the goal; and Allow them to execute the tasks." So, if you're the military commander, that's your responsibility. And then I add: "Enjoy them." When we are on the pool deck every day with people, we want to enjoy them. You don't have to be the boss to use this Commander's Intent. If you kind of take this [approach] with everyone, your athletes, your friends, your boyfriend, girlfriend, spouse or even your co-workers, this can really help with communication.

Mentors: I have a good story. We know this is hugely important to our success, but sometimes we can overlook it because we do have so much access to information. Never stop asking for help and for mentors. I was just up in an [ASCA] Board meeting, and one of our board members gave me this really cool piece of advice. He said: "When you're nervous," (I was nervous. I'm not any more), he said: "Squeeze your left hand like this. Not your right hand, but your left one; it triggers the right side of your brain, which has the area of confidence." It might be worth it to try it with your athletes. That was really kind of him to mentor me like that. You always have an opportunity to learn from people.

[New slide] I have a picture here of Dara Torres. She's a 12 time Olympic medalist. I was fortunate enough to be part of the staff that worked with her in 2008, when she made the US Olympic team. At the time, she was the oldest woman in history to make an Olympic swimming team. My mentor was her head coach, Michael Lohberg. I mention him by name because there are a lot of people in here from this area, and, of course, we know Michael. I was super fortunate. I was one of those lucky right-place-right-time [coaches] to have him working and mentoring me for six years until he passed away.

But Michael Lohberg's type of mentoring was kind of rough. For example, when Dara made the Olympic Team, she won both the 100 free and also the 50 free at Trials. Towards the end of Trials, there's always a meeting that the Olympic coaches have with the private coaches of athletes who have made the team. So, two other assistants and I from the program were at Trials, and Michael said: "Who wants to go to this meeting?" The other two assistants were like: "Uh, I'm going to go drink beer." And. I said: "Well, I'm going to go to the meeting." So, I went to the meeting with Michael, and we're sitting there. It before the 50 freestyle. It was either the Semi-Final or the Final. I can't remember which night it was. But this was in the afternoon. And so we go to the meeting. We're sitting there, and I'm so intimidated and terrified. Every coach that I've ever revered is sitting in this room. And so Michael gets up, and he whispered in my ear: "This is" (well, he used F-ing), but he said: "This is F-ing boring. I'm leaving." He didn't think it was boring. He was giving me an opportunity. This was his way of mentoring — his way of mentoring me. He said: "You've got this. You can handle it. I'm leaving. Just text me if you need me." And he walked out of the room, leaving me alone in the room with all these people. I have no idea what I'm talking about. I was texting him, saying: "You get back here right now. You can't leave me here. This is not fair, I'm not prepared for this." And he ignored the texts. If you knew, ever knew, Michael, his phone was attached to him. He never missed a text in his life. I sent him 3 million texts, and he ignored them all. I finally got the message that he was ignoring me. Eventually, we're going around the room, and everyone was saying all the magical training that they did to get their athlete onto the Olympic team. What did we do with Dara? I'm sweating, and I had no answer prepared, and it was terrifying. But I learned — and I did come up with an answer, and, hopefully, it was somewhat intelligent. I mean, obviously, I did know the work we did with her. This was just my mentor throwing me into a situation. And so if you've got a mentor who is willing to take a risk like that... I don't know that I have the confidence yet, as our club is only five years old, to throw any assistant into the fire like that — but I guess he had been doing it for 30 years, so he knew. Mentors are really important, and you never know when they're going to change your life.

Resilience: Let's not forget about resilience. Everyone has a plan, until they get punched in the face. How many people have had a watershed moment that's horrible? I mean, yeah, we all have. We're not going to sit and moan about our horrible moments, but if you can be resilient, you can turn them into something positive. 9/11 was a horrible moment for me, as I'm sure it was for many people in this room. It was probably the worst day of my life, but it caused me to move to South Florida. And it caused me to have a wonderful experience with a wonderful mentor like Coach Lohberg, and then it caused me to start a club of my own. So I'm not grateful in any way for 9/11, but, at the same time, it impacted my life in a way that I could make it into something positive. I got fired before. I've been fired from a coaching job. It was a horrible moment, but again, it forced change. When you have something horrible happen, it forces you to really re-look at yourself and make some decisions about what you want. So, resilience is really important. The measure of man is how quickly he gets up. It's not a matter of when he gets knocked or if he gets knocked down, it's when he gets knocked down (we all get knocked down) ...if we can get back up and make something good, then we're professionals and we're exhibiting professionalism.

Okay, I don't want to hold you guys too long. I'm checking my little watch here. How you handle the journey will determine the destination. There's a major success factor here. Teri McKeever, women's head coach at Cal and first female Olympic coach, talks about the "championship lifestyle" with her athletes. For athletes, how much you sleep? What you are eating. What your posture is. All of that is a "championship lifestyle." For athletes, that's all important. But for us, that also means what's our emotional and mental health? Are we living a championship lifestyle? Are we being the best we can be in our personal lives, so that we can do the right thing for our athletes? [There are] the standard things: eat well-balanced meals; stay fit... but what about separating yourself from performance? I had some trouble with that earlier in my career. You know, if your athletes swim poorly, it's they who swam poorly. You didn't swim poorly. They did. Maybe you did something in the training you can look back on and have an opportunity to change. But I used to take it all very personally. It was like all my fault if they swam badly. And now, I don't take that anymore. It was a skill that I had to work on, because is very easy to get wrapped up and put your own value on their performance. I had to learn to handle THEIR journey

Boundaries: We know them. We all know about them. Safe Sport boundaries are obvious to us. But [what about] personal boundaries for yourself? You know. Work time versus Playtime. The only boundary I really want to bring up here (most of them are personal or emotional) is this: just use caution with social media. My friend Hollie [Bonewit-Cron], who I mentioned earlier and who did a talk very similar to this a few days ago, is married to a lawyer. She talked about (and I forget what it's called, something like the "Public Information Act"). She said that at any time, anything on your cell phone can be [made] public record. I don't think anyone here is doing anything terrible on their cell phone, but just be careful. Just be careful. Because again this is a new day, the information age.

The flip side: when success leads to failure. This is a cool theory. It's the four burner theory. Every strength has a tradeoff. There's health; there's work; there's family; there's friends. I'm a firm believer that there is... I don't think there is any such thing as balance at all. I think if you're focused on success in one area, something else is probably going to fall down. And it's up to you to balance which ones are up at some points and which ones are down at some points. The bigger your success, the longer your shadow. The more one-dimensional your focus, the more success you may have, but other areas will suffer – be prepared that balance is an illusion.

Demeanor: I want to get to this. This is the final topic here. Just to clarify, we're not that shallow and superficial. We care about swimming and performance. But, you do want to dress how you would like to be addressed. I can't help it because I come from the fashion industry. I really feel that what we present outwardly is a reflection of what's inside. So I have some "do's" and "don'ts." Anyone familiar with Glamour magazine knows that they have "Glamour Do's and Don'ts" – so, this is my version of it. If you look on the left [of slide on the screen], I don't know what team this is (some kind of college team, maybe), these people in the black and the gold...I (oh me oh my), I don't know who they are, but I would never go to a swim meet dressed like that. I know no one here would either. That's an extreme example, obviously. As for the females in the room... we're not going to be Kim Kardashian on the pool deck (or EVER, hopefully) but, you know, you want to be smart about the way you are dressing. I think of the movie "Stepbrothers" where they go to the interview and they're wearing their tuxedos. I don't know if you guys remember that? Again, you want to be smart about the way you're dressing. I have some examples. Here on the right [of the slide], of course, that's me and my assistant down in the corner. I like the way we dress for meets. The guys on the bottom [of the slide again], those are NBA coaches. Did you know that GQ Magazine has a men's NBA coaching Fashion Hall of Fame? I did not know that, but now I do. It seems like the snappiest dressers in sports are probably the NBA guys anyway. This young woman here [on the slide], I just liked the way she was put together. This is Adam Peaty's [British Olympic Champion in 100m Breaststroke] coach. Her name is Melanie Marshall. You know these well-known coaches here on the right [of the picture on the slide]. You can see that they are dressing appropriately for whatever activity they're doing. I think there's a golf connection...I see a lot of connections between golf and swimming, but that's a completely different talk. I always ask: "Would you wear it on the golf course?" If you would [wear it on a golf course], then, it's probably okay for the pool deck; and if you wouldn't wear it on the golf course, then it's probably not okay for the pool deck. So, here are some pictures of golf.

I don't want to offend anyone, but I have to address this because this is my pet peeve. We have to talk about FEET for just a second. Who are your customers? Your swimmers. Who are you serving? You're serving your swimmers. SO — think about where their faces are in relation to your feet. They are hanging on the pool deck with their little heads are looking up from the gutter, and your feet are like right there. If you're like me, your toes are curled over the edge because you're gripping like you're about to go for a start. And that's what they see. So I just think that we should pay a little bit of attention to that. Now, I know I coach down here in South Florida, so our feet are out all the time. Maybe, up in the Northern areas, this isn't as much of an issue. But, if you have fungus or gross stuff hanging off of your feet, I would just ask you to think about that, and think about what your athletes are looking at. I hope I was politically correct. [Laughter]

Okay. So judging professionalism – evaluating your own professionalism. Obviously we talked about the "why" a little bit, or a lot. It comes down to your own self. When you look in the mirror at the end of the day, only you really know if you were "professional" or not. And then, of course, there's your reputation. How you're viewed is really YOUR decision. Our reputation is all that we have, so it's up to you to build it. This is a cool picture [new slide]. I didn't take it. A gentleman in our LSC took it. I see some Fort Lauderdale people here today... This is a beautiful picture of your pool.

(Audience Member): (Laughs) Love it.

**Kathleen Klein Prindle:** I will not crush you with this. This is a really long slide, and I don't want to take up too much time. All of these talks will be available online. So if you want to take the time and go through them, there is a lot of good stuff here. Feel free to contact me directly with any questions about this information.

To summarize: In this changing world, the demand for swimming expertise is increasing. You want to be a real professional, so that you can be competitive. You need to create a long term career for yourself. You don't know what the path is going to be like, but you need to prepare the path for yourself...Not prepare yourself for the path! You do that by the constant and continual growth of your skill, mindset, business model...whatever it is that you're working on. How we speak; how we act; how we look...these things are critical to developing our sport — not just for you personally, but also to elevate our sport and make us one of these big players like all of these other sports are. Again, it sounds superficial, but it's not. Swimming is a big business. It's here to stay. You can either be part of it, or get left by the wayside. I'm hoping that, by practicing these tenets of professionalism, you will be able to really step up and be a part of it.

Okay, last slide. That's our little club on our five year anniversary – don't we look excited? I saw this quotation in an ASCA newsletter some 15 years ago, and saved it. I'm just using it as a little corollary to Mr. Libby from 1972 who told us that we had the worst profession in the world. No we don't!— by *Coach Kathleen Klein Prindle*

"We have a great profession; we have constant variety in our jobs; we have a high emotional content in our lives; we have terrific freedom as coaches; and we have a potential for helping multitudes of young people. The best that can happen is that you can be stable, successful, and sane." I think it was John Leonard who said that. Enjoy your work. Enjoy your life. And be proud to be a swim coach.

Thank you.

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