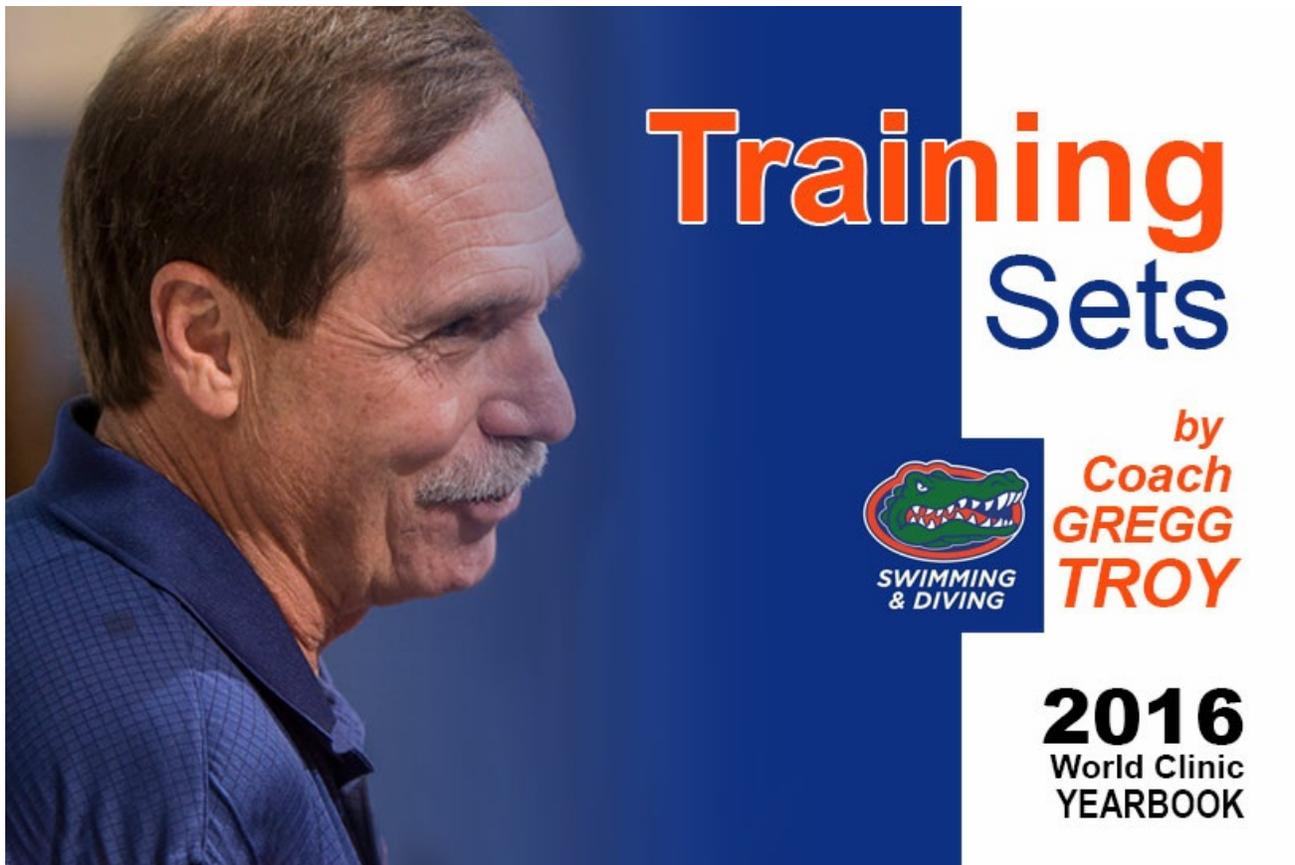


Newsletter

ASCA
American Swimming Coaches Association Leadership • Education • Certification Vol. 2017 | Issue 03



INSIDE THIS ISSUE:

Training Sets	by Coach Gregg Troy
Short, Great Ideas About Coaching Swimming	Various Coaches
The Olympiad of Your Life	by Jose Luis and David Zubero
This is How to Unlock Meaning in Life: 4 Proven Secrets	by Coach Wally Fall
The Differences Between...	by John Leonard
How Do We Build High School Swimming In Anemic High School States	from Coach David Orr
Understanding the Eight Kinds of Team Cultures	by Jeff Janssen
A Different Perspective	by Coach Abi Liu

The Dry Side of Age Group Coaching

from Coach Tom Himes

A Short Review of Advocacy Issues ASCA is Working ON

from John Leonard

YOUR CLINIC

IN

YOUR POOL



SWIM CLINICS AND CAMPS

START BUILDING YOURS TODAY

Customized Curriculum

- By Ability Level
- By Age (Youth and Masters)
- By Stroke
- Speed and Power
- Elite Camps (AAAA+)
- Coaches Seminars
- And more...

PROFESSIONAL

- On-site Clinic Management
- Marketing including a website, postcards, banners, posters, HTML Emails, social media
- And more...



For information and to contact us:

VISIT: FITTERANDFASTER.COM
(786) 837-6881

Training Sets

Presented by Gregg Troy, University of Florida | 2016 ASCA World Clinic



[Introduction by Joel Shinofield] We are going to go ahead and get set with our second talk. Once again; very, very lucky to have another fantastic coach here in Gregg Troy. You can read all about the great things that Gregg has done. He is one of the few coaches, maybe the only coach, to ever win a High School National Championship, a Club National Championship, and an

NCAA National Championship. I think he's been at the University of Florida for almost 20 years. 31 individual National titles. 148 SEC individual titles. More than 350 of his athletes have ended up on SEC academic honor roll. He has been the CSCAA Division I Coach of the Year; and in the midst of all this, he found time to be the 2012 US Olympic coach, coaching one of his former athletes in Ryan Lochte.

You can say all that, and he's one of the people that makes our sport great because, I think all of us sit there and we look at all of these accolades and we think "Gosh. This is somebody who is untouchable. Someone you can't talk to." And the reality is one of the things I learned in coaching – I just left being a Division I assistant and became a Division III Head coach – and thought that nobody would talk to me and teach me anything. And got a chance to actually play shuffleboard with Gregg Troy and realize that in our sport, everybody wants to share. Everybody wants to help those behind them. And everybody wants to help anybody who wants to learn. And I think that, the one thing I always think of when Gregg Troy stands up here is he's giving you honestly what he does. He is telling you what he's used to make his swimmers better, to make his teams better. And so I just look forward to hearing this and hope you do as well. So, please welcome Gregg Troy.

[Gregg Troy begins] Thank you, he's way too kind. I've been lucky enough to be a real good coach if you get real good athletes, and it's that simple. So, if you're lucky enough to have some good ones, stay out of their way as best as you can. I get talked – I've had an opportunity to talk quite a bit. My boss is here this weekend, but she didn't come in and watch fortunately, so I was running a little late. I told her I would blame it on my wife, but she said I couldn't do that. If I was at all late today, it was my fault and not hers; and she's correct. But, she always tells me I'm better if I talk without notes. So, I'm going to try not to use mine for today. I have some, and because I may need them because I may not be able to see what I've written up there. So, if any of you from the want to move forward now almost everything is off slides because I've had the opportunity to talk a lot about swimming. But I usually get caught in some sort of philosophical conversation about "What you should do and what you shouldn't do? Or what I personally believe? Or what I've learned from other people?" And so many times, I've walked away, and some of the people asked for wanting to see some more sets of what you do.



So, when I was asked what to talk on. I just said I'd go through my logbook and pull out some sets that I liked and things that I thought were successful. You're more than welcome to wave and ask a questions if you can't see it or it doesn't make sense. This will all be up online. The PowerPoint will be up online at no cost. I told Guy that I thought that they should charge for it. Maybe they can make some more money, but I don't know that it's worth that. But, then the people wouldn't be able to see all of it. But, anyway it'll be up so if you miss something. I'm going to try to get through all of it, but I don't how long it's going to take. And I don't really know how much I have there.

I think in looking at this, you need to understand that these are the sets we've done. I kind of use my intervals. Some of these I did when I was in high school at Bolles. Some of them I've actually done with age groupers at Bolles. And you just got to play around with the intervals and you got to know the athletes you working with. So, most of the intervals you're looking at up there are junior national level athletes and up. So, I'd be little cautious. You can water them down. By the same token, we have some real weak athletes that come to school that maybe aren't at the junior national level. Or when I was at Bolles, we had some people that were little bit younger would move up a group; and some of the intervals they can't handle. I would offer, just – how many club coaches do we've in here? All right, thanks. And this I would offer to you. When you're looking at these, don't be afraid to challenge your athletes. I'm probably on a little bit different perspective than some other people.

When I was at Bolles, I always felt that my job wasn't to prepare the athletes for college or later.

My job was to get the very most I could out of them, put them in the best situation to challenge them appropriately to be the best that they can be; and the key word there was "appropriately."

You've got to decide what's appropriate, but so many times I go out and I'll talk to someone and they'll say "Well, we've held off on all these things to get ready for college." If you think it's time for them to do it now, as a club coach – do it; because your job is to challenge them appropriately, so that I have to challenge them even more. And I think if we do that, we're going to get more and more better athletes in the United States because there's a tremendous wealth of athlete out there. So, I'm looking at this. You've got to always keep in mind. I used some words up there, when I'm talking about it, that may or may not be written up there.

Now the words I use are easy, smooth, strong, fast, and race. Easy is drills, warm-up, recovery. If you're talking to Jon Urbanek, he might be call it white. So, in his color codes maybe even not quite white sometimes. He might even call that clear. Smooth is that's where we're doing build work, drills work, comfortable. It is – you've got pretty good hold on what you're doing. It is white or pink and Jon Urbanek's terms. Strong is build to uncomfortable, build work, descend work. Jon would call that pink or red. Fast, we talk about descending, maybe a tighter interval. We want to be very uncomfortable. Jon would call that red or blue. Race, to us is, all- out effort. That's where you're doing something really special. Jon would call that purple.

Dave Salo has – everyone has their own terms, but those are kind of ones we've gone with. My coaches all feel like we need to go to colors. They would understand it better. So, they might be right. Let's see, so that's what I just talked about little bit right there. General training sets – I think these first ones we're going to look through, I put them in several categories. These are good for all four strokes. They include lot of kicking, pulling, and there's some specialty work. There's a variety of distances. I think you could do these at any point in the season. This first one, I've talked about this before. I don't know, so anything that's repetition, I would say take it with a grain of salt. I'm sorry, and I would apologize in advance to anyone that's in here that I've stolen sets from. A lot of what I've done has been to look at what other people did, trying to revise it to meet our needs, figuring it out how I could make it best work for my program.



I've always kept a logbook beside my desk. I have about six of them now. They are nothing, but little scribbled sheets of paper where I've talked to a friend on the phone. And I used to make it a point to try to talk to one or two people a week and exchange a practice with them. And then my goal after I'd exchanged it, would be to make sure I either tried to do it better, faster or smarter. Sometimes I just do it more. And Bill Sweetenham always emphasizes that when you do something, you want to know what the purposes is behind it. I usually have one. And the presentation of you

present it to your athletes is the key. You could take any one of these sets; you could probably modify and put it in different time of season and accomplish a different thing.

But, but this is my favorite one. I think it's probably my all time favorite set. It is my go to when I'm not sure what else to do. It is a great one if you've gone a couple of days in a row and your athletes are really fatigued. I got this from Tim Hill, I don't know why it works, but it's a tremendous short course. We just call it "Broken Twos." As soon as we say broken twos, they know what we're doing. We do them in several different forms, but that's all we call this one. If we add up all the race stuff on there, you get a broken 200. The intervals are set so that they're pretty challenging, but its setup so that if you miss it, you're coming back with something. So, that's a 75 on 40. 50 easy on a minute. 50 on 30, you're racing again. 50 easy on a minute. 50 on 25 really racing. 50 easy again on a minute. And then the last 25, you're thinking about finishing your race. We like to mark-out where our commitment point is. We like – that's what we talk about – where we're going to put our head down at the end of the race. What we're going to do, getting on the wall. And then the last 200, we're going as far as 800. We're going as little as two. That's your recovery, and then the whole dynamic there is a Broken Two.

We have done it as many as eight times. Sometimes, we might do it two or do it three. We predominantly do it freestyle upfront. We might add five seconds to the interval and we're going to go it stroke. And if you're going it stroke, they don't change strokes through the fast stuff. I haven't had as much success as I would like in doing the easy the same stroke as what they do it, but it is a variation. It makes a lot harder set. So, if you're going backstroke, we'd go on 45 seconds. The breaststrokers usually go in the same series and we add up the fast for our Broken Two. I don't know why? Maybe it's just because there's enough rest? We try to make sure you really stay on top of technique in the easy. I think you'll see that as a general trend in everything we do. I may come back, so if I ever repeat myself, but to me, one of the single most important things you do in swimming is learn how to swim slow correctly.

When I go to swim meets, and watch the major difference in the great athletes and the good athletes isn't what they do when they're swimming fast as much as what they do when they're swimming slow. And repetition is slow. You probably do more slow and easy swimming than you do fast swimming. If you don't do it correct, you're going to pay the price for it. Another variation, just variations of a broken work. Long course. That's a Broken Two. We do a lot of it in that sort of manner. I think some people's broken work is with too much rest. So that one on the right hand side is kind of my favorite. We used to do that. At Bolles, we did it at least one Saturday a month. Sometimes, as many as three Saturdays a month.

We'd go a very long warm-up and we do that type of series right there and you didn't leave if you didn't go your best time or your goal time. We'd start out early in the season working towards best time and then we go to the end the season, if you weren't going your goal time, you'd stay til you did it. Some of

those Saturdays become a little unpleasant, because it seems unreasonable. But I really believe at certain times in the development of athletes, doing the unreasonable is what makes the difference. And they would really get into it. As long as they know where you stand and what they're looking for, it's pretty good. You've got to use your own judgment. And you get someone that absolutely is not able to do it. And you know your athletes. And you evaluate the talent then you figure out what you're going to do change it. But it was usually a long warm-up, a long swim down. And we would repeat that set – very seldom will we go more than four, five. I like ten to 15 seconds rest versus a minute. I think a minute is too big sometimes for the really good freestylers.

We go this set for the pretty good – well this is a more recent set. I got a long course and a short course interval there for you. We're just trying to setup stuff that's relative to usually 200. I think it's good for 200 / 500 freestylers. I think it could be really good for stroke people. You might play with the interval little bit, but those are actually a little bit bigger interval. The 200 negative split, we're really on top of making sure that we're coming down on the pace. 150 is fast – it's a pretty good effort. It's not all out. It's not at race speeds, but you're probably coming down to race speed. 100 dive is all out. I think that the two minutes – we played with shorter, we played with longer. It kind of depends on what you're looking at. But I like to come back then at a 200 push pace; because I think they're still fatigued enough, you're getting pace it's really relative to what's going to happen third 50 in the race. And then again, the 200 easy. We'll play with all kinds of different ways to do that, and it could be further.

I don't know what the volume figures is? It's 350 – 450 – 500 – 700. Five times is 3500 set, You've done a warm-up of 1000 to 1500 and a swim down and you're looking at a 6500 practice. My last talk at ASCA was "Garbage Yardage" I don't believe that's garbage. That's pretty good stuff. What you're filling in around it is real key though, too. So many times people ask what the set is? Or even ask. I've talked to John (Leonard) a little bit sometimes. That (Workout) Wednesday ASCA training series, it's really nice when people put a set up there. But, I think that in addition to the set, you need to know what they did the day before? And what they were going to do the day after? What you're doing that day is only relative to what you've done setting it up? And how fast you're going? How fast you do it the next day?

You won't see recovery in there written much. The easiest design to be the recovery in most situations. But I think if you just say, recovery. I've even tried to get away from easy. And we've tried to talk in some different terms. So, these are all directly out of log books and ones that I went through and kind of liked. In today's terms, if I was talking the same thing today, I would probably say "easy" a lot, but I keep trying to correct myself and it would be a 200 "technique." I think the more you can tell them technique and they know that technique doesn't matter how fast you go. If you can do it fast correct, it's important. Not a long time ago – I can't remember who it was that I even heard talk; but they talked about drills are good. And drills are even better if you can do them fast. But, they're only fast if they're still done correctly. So, we might talk about 200 correct or 200 easy in that situation.

That last set – it's a pretty good combination of some Max VO2 stuff. and elevating your heart rate for a pretty good period of time uh, I got this set from Michael Bohl about four or five years ago when he spoke here at ASCA. Australian coach, tremendous success. This is a set Stephanie Rice did and this is directly out of his presentation. I just kind of saw it when I liked it. It's a real good – 30 is a pretty good number. It keeps them going for a good time. When he talked about it, she was holding her swim and then the kicks were always fast. She was – so number one. And then descended two. And then do it in three. And he talked about what she ended up going on that. We played with the intervals and done it some other strokes. It's written there as a freestyle series, but you can do in other strokes. We have done it short course, too. I like the set because I think it has a, there's lot of variations you can go on it. If you do it in that situation; in my primitive thought process, that put a real emphasis on the legs towards the end of the race. How much you want to emphasize the legs and where you're at; depends

on what you're asking for in the swim series.



Then we started to flip flop. And we've done it with the kick first, and the swim afterwards. And, in both those situations, we've taken the swim and the kick and played with all kinds of variables on how you do it. If you do that series, where all the swims are fast and all the kicks are moderate. We keep looking for little more technique in the kick. We've done descend the swims the same way Michael described it. We've done it holding the swims and really laying on the kick the whole way through. When you flip flop it and take those reverse, you do all kinds of different things. So, I think it's useable

in any point in the season and it gives you a lot of different directions you can go and get things from your athlete. I found it to be a really good set.

Let's see, I think I've got another variation. Here's the reverse variation. All those things are pretty self-explanatory. You can swim them all fast. You can kick them. I even like it as a medley set. I think it's a tremendous medley set. Only when we do it medley, we might do stuff like – again playing with the intervals. This was the freestyle interval, I think, when he told it. Stephanie – we might have real good back stroke swimmers do it on the same interval. But, I think it's a great medley set.

But when we do it medley, we would do something like swim the stroke and kick the stroke after. So you might swim the back stroke the whole way down on the swims and kick breaststroke the whole way. Or swim breaststroke the whole down and kick freestyle the whole way. And play around with the intervals. I think we do a lot of those types of things that I think gives a medley variation to everything that you're doing. I think that that type of thing is especially good.

I just put this one up there. I can never get too far away from philosophically where we are. I think 30 x 100s of anything is really great. I think the number 30 of anything is good. Not because garbage, not because things – but I think our community, in a generalization, has become a- I tell my assistants this all the time – because we're very guilty of it; and I think it's hurt us the last couple of years. We haven't been quite as good as we like. I think too many people become cute. I talked to Denis Cottrell, when I was in Australia last year about this and, and so much of it is – athletes in today's society and even kids in today's society. If it's anything other than 30 video games, they don't understand it. So, I think doing something in repetition is especially good. So, we even went to – we went to 30 x 100s every Wednesday. We did it an entire summer. They knew every Wednesday afternoon come and they were going 30 x 100s.



“ Adding SwimAmerica Learn-to-Swim back in 1992 was one of the best coaching decisions I've ever made for my program. We quickly grew our recruiting base, became the “go-to” swim lessons in the area, and most importantly over the years have made thousands of children and adults safer around the water.

The SwimAmerica progression is proven effective at teaching individuals of all ages and abilities, easily adaptable to all populations and flexible to fit any size facility... My advertising budget is minimal as quality lessons sell themselves. ”

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

**Coaches... Need More Swimmers?
Need To Earn More Money?**

SwimAmerica™

Find out about owning and operating a SwimAmerica™ Program today.

“ SwimAmerica is the best swim program around, hands down! The curriculum, philosophy and support staff available from SwimAmerica Services is priceless for any coach with the desire to have and run a successful swim lesson operation. Over the past 14 years, we have placed hundreds of swimmers onto Summer League Teams, USA Swim Teams, High School and Grade School teams. **All our growth and success has happened because of SwimAmerica**, and the great support staff at SwimAmerica Services. ”

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

“ While I certainly believe that SwimAmerica is **by far the finest program available for preparing young swimmers** for competitive swimming, I also believe that it goes far beyond that. The SwimAmerica program lays out the most logical progression for taking a new swimmer by the hand and teaching them step by step how to REALLY swim. ”

- **Cynthia Stubbins, Program Director**
SwimAmerica Program Director since 2003

“ I found ASCA and then SwimAmerica programs and **my dreams were answered**. So why reinvent the wheel when it has already been discovered & perfected. I have never been more happy with my business than I am now that I have my License. ”

- **Reneé Andrews, Program Director**
Just So SwimAmerica Centre
Rynfield, South Africa



Suits & Caps Available from FINIS!

Our Program Directors are Our Greatest Advertising.

For more information, call Julie Nitti at **1 (800) 356-2722** or email **JNitti@swimmingcoach.org**.

I got this from Bob Bowman a few years ago on a talk. He talked about a season at North Baltimore where he and Murray Stevens went 30 x 100s as a major series the entire season. I don't know how many days a week they did it. I even read it, that he said they came in and do it 30 x 100s almost for days on end. And how many different ways you can do it. But, the mere fact that you're doing 30, meant you were getting repetition in something over and over

again. Repetition is key in doing things, and I believe that we've become – I don't want to be taken the wrong way. It is very important that the athletes be specialized, especially when you get past the age of 16 maybe. And maybe little bit older for the men. But, you become specialized in what you're doing. I think we're starting to specialize people a little bit too young. And I really believe that in specialization; sometimes you become so special, you forget the ability to train.

It was really interesting talking to him. I had the good fortune of talking to a lot of coaches this summer, when you go to Olympic camp. And people work with my own athletes were Ray Looze is sitting back there. Ray did a tremendous job with our athletes. Thank you, Ray. Appreciate it. It was obvious of the people that have done repetition of things over and over. Whether it's 30 x 25s. Whether it's 30 x 50s kick. Whether it's 30 x 100s. Whether it's 30 x 200s. I don't know what you do. I don't think it has anything to do with volume. Just much a matter of repeating things over and over.

Another good general set, we call it "Goal Kicks." And I know I've talked about this one before, but the title of the topic was "Things I Like." That's one of my favorite sets. It says '?' there because we would do this at any point in this season. We've done as many as twelve of them in a row. And done one a week through the season. Start 12 weeks outside of a championship meet and go this set every week and take one goal kick off. It's especially good short course. We do it long course, too. It's a 75 kick and the swim is 200 to 500 smooth. The goal in the kick is to go your swim time. In today's world, short course – it didn't used to be this way. When I started doing this – I got this one from Tim Hill long, long time ago. It's another one that seemed to come back to it, they'll do a pretty good job of it. They like it, but they work hard at it. And you get enough of them working hard at in a group environment, you get more people are better. But I like it because we usually do it as the entire team. Very seldom we do it as one group or just a few people. And then we'll use the 200 to 500. We've gone as much as 700 swim on the end.

We use that as a variable to tie them together. So your sprinter might be going a 75 goal kick and then a 200 smooth swim working on technique. The distance freestyle might be going a 75 goal kick and a 500. Does 700. But, they would all go in the same interval. And the normal one is 500 and we usually go that on seven minutes. So, if you're going a 75 kick and then a 500 smooth swim on seven minutes. Their heart rate doesn't come down too much for the distance guys. You really elevate it on the kick and the big emphasis for us – and it's very hard to do, but we got to constantly be after them. After you finish your 75 kick, you get your time and you do not allow your heart rate to come down before you take off again.

So, the sprinter is going a 75 all out and they kind of like this set. They're going really, really hard. They got a 200 effort and then they get big breaks. There's a lot of recovery time, but they're elevating their heart rate and for them, basically you're getting a sprinter's heart rate up for somewhere around three minutes. That's pretty good. So, they're getting an aerobic component as well as they're getting a speed component up in front. It's a nice gauge set. We use it this way. We've used it all at kinds of different points in the season and broken it up and take parts of it.

We've done a swim and then do 2 x 75 goal kicks. We've done a smooth swim, a fast swim, and a 75 goal kick. But they all kind of know what they go for a 75. I think I started to say before; the fliers and the backstrokers in today's world – they'll go faster than their goal swim. The really good ones will go real fast. I want to say Ryan Lochte has been 34.1 or 34.2 for a 75 backstroke kick. And most of our backstrokers – now these are a big guys. But when we did it at Bolles, we would put a stress on it. We wouldn't be quite as far for high school kids, but we try to go the last 25 underwater. The normal – our freestylers – if you can get a freestyler that goes their goal time there, they're a helluva kicker. Yes?



[Audience Member]: Is that in yards? Or in meters?

[Gregg Troy]: This is yards. I wish – in the spring, we setup short meters and I can't remember exactly what the times are. I've got that stuff written down. But, when we do it in the long course pool, we will kick through the 75. And then the swimmers, they're getting a little more recovery time when you do it long course because they've got a 25. We don't drop the – if we do it with the board. If we do without the board, which we have done; then we will do the swim from the middle of the pool. But, usually we do it with the board and then they've got a pretty much an easy kick to the wall. I've played with this not a whole lot of success. Of kicking one stroke for the medley guys and swimming the stroke afterwards. I like a lot of that type of stuff. I think you want to add some variety to your practice and you've got a lot of medley swimmers and if – I'll get to that in a minute – but medley is a good platform. Yell if I don't come back to it. I'll try to.

I think you can do this any time of the season. It is another one you get a pretty good effort from. I really like this. This is probably my favorite kick set. We have all kinds of variations of it. But this is – I've always liked it as an early season set. And it's a great "get their attention" set, because it starts out relatively easy. We've played with all three of those intervals. It depends on how good your kickers are. We usually have designed it – the first time we do it, we usually do it – we've done it as a freestyle set. We've done it – portions of it as a stroke set. Once in a while, we've even done, "You choose your kick." But the way it usually starts – it's 10 x 100s on two. And then we'll break at that point. And we'll evaluate who made it. And every time – again, presentation is key. Every time we do this set; if you make interval, you're staying in the water. If you miss the interval, you have to get out and cheer for anyone else that's still on interval.

So, that's why it starts big. And most of the times in a college team of – well basically we have, maybe, we have 60 athletes and I like a crowd for when we do this. It's a good team motivational type one. We've got two short course, eight lanes. We're lucky. I've done versions of it in different dynamics, but we've got two courses setup. We're going from the bulkhead in the middle. So every one's together and you go the 10 x 100s. Everyone that makes it, we take a break there for about two minutes. We, re-organize. So, they're getting a little break. Again, it's early season. We're getting a little break. Anyone that has missed it goes down in an end lane.

And then we come down and we go eight x 100s on 1:50. But, if you didn't make two minutes, you go eight on two minutes. So, you've got a two-minute interval and a 1:50 interval. So, then we come back and we'll go six on 1:40. I'm just using the faster one. Six on 1:40. Everyone that makes six on – everyone that has made eight on 1:50, they can move to 1:40. If you miss the eight on 1:50, then you're going to go your six on 1:50, till you make 1:50. Everyone that made two minutes – because you'll find there's lots of people that won't make ten in two minutes; but when they get "ostracized" (isn't the correct word) – but when they have to get out and cheer for everyone else, all of a sudden they can make eight. They've figured it out. So, they move into the 1:50 group. So everyone's always going. You have the faster guys are penalized, if they look at it that way. But they're also rewarded because their

teammates are valuing what they've done. And every time you miss – you're out, you're cheering. So, once you've missed the interval and – your kid always come a second late still wants you, we're all over them about that – they're back out of the water and they're cheering all the way through.

By the time you get down – and we've got all kinds of variations – where I went 6-4-2 down to 4s. Sometimes six will go to five and then it's 5-4-3-2-1. Sometimes, we'll never go past two; because we won't just go the one. It's always try two. We've gotten down to – over here on this side – down to 55 when we're going really good. We've had two or three guys that have made two on 55. And then we've tried 54, 53. Haven't had any success in that area. But, by the time you're doing that, the rest of the team – when we get down to two. So, you've done three on whatever the fastest interval might be. There might only be – the whole team still does three. The worst you're looking at is three on whatever the slowest interval was. And if you've got someone that's kicking that slow, they don't have much pride in this situation either. But we get the last one – when we get down to one and two and we only have a few people left, then the whole team is cheering for them. It's a great team motivator, especially early season; and then parts of it during the season.

Another good kick set. I like this one, especially a little more mid-season. Yeah, when they get a little bit dull, sometimes it's hard to get them to kick. I'm one of those old traditional guys where kicking used to be the filler. I've realized I was wrong for so many years. And now that is a big priority on what we do – kick. I like this one because it really tricks them into a little bit of a priority. That first 100 will come in and I won't even tell them what is coming up. It's kind of a trick set. You're going one x 100 all out; and an easy 100 swim. And the one 100 you can kick with board, without a board. It's all a matter of personal preference. There's values to all of it, whatever way you want. It's just, again, what you're going to value.

We've done it with fins. We've done it without fins. But when you go to that kick "all out," then the easy 100; they don't know what's coming. They just – you just ask for a good one, so you set it up. Ask for a good 100. Well, then the next time through, the next time through its two x 100s – AND you're trying to hold the same 100 time. But, the interval becomes ten seconds up. So, while I might start out with one x 100 kick on with something fast, it's knowing your group. We might even have groups within the practice because we already – This previous set. This set right here. The other good thing you get out of it, is you get some idea how fast they can actually kick. So, when we've left that day, we've got a pretty good idea what the team can kick. Say, maybe four x 100s on...? So, some mid-point in there; depending on what athlete you're looking at. We're trying to decide exactly what intervals the folks can kick on in the practice. Well then it comes into play, when you're over here. So, let us say I know that the majority of my team can kick – they can kick four pretty good ones on 1:40. Well, then we might go one x 100 kick all out on 1:40 and 100 easy. And again it's a matter of – I left the intervals out because it's so variable here.



Dear Coaches and Swimmers,

I am thrilled to announce the new FINIS chute. It is truly a fantastic, modern and fresh approach to resistance training. It is the best resistance tool for your pool. Thank you for your continued support.

Sincerely,

A handwritten signature in black ink, appearing to read 'John Mix'.

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

Then you come back – you go two of them on a plus ten second interval, but you've got to hold the same time and another 100 easy. And then three x 100s holding the same time, interval plus 20; and a 100 easy. Then it's four plus 30 and a 100 easy. And they're not getting a whole lot of volume in. But then the intervals are getting pretty big at

this point depending on where you start. And at that point, we take a break. Talk about what we've done. Talk about where we're at. And we'll come out and do the same thing coming out the other side and keep the interval big the whole way. We'll go four x 100s on the big interval, descending to all out – 100 easy. Three and descend. So, you got the idea there. You can play around with it. I want to say – let's see – it's 1400 on the way up and 1300 on the way down – 2700 of kicking. Same sort of dynamic you can play around with this swim. You can swim the same stroke. And you could swim a different stroke. You could swim any stroke. You can swim the stroke after if you're a medley swimmer.

I put this one in there as a general set and this, I apologize this one didn't come out very well. There's a few of them – my administrative assistant – they looked good in mine, but somehow she typed them on a different color. I'm not sure this set is as key. I just pulled one out of a log book. We've done these maybe six or seven seasons since I've been at Florida. Maybe even more than that when you look at it. We came in with a Monday – thought process was that I like to challenge them a little bit on Monday morning. College kids – if you're club coach, you may complain about parents – but let me assure you that your parents are one of the best tools you have when you're looking at Monday morning. Because when you're a college coach and you are looking at Monday morning, that whole thing “I wish I was a college coach. I wish I worked in an orphanage.” Monday morning is a different dynamic for a college coach than what it is for you guys. And any college coach or any club coach that thinks they don't have that situation over the weekend is dreaming. Or they have their head in the sand. Or they're lying to themselves. In today's society, you have to be aware of it.

So I kind of like to get Monday morning going pretty good. I think it sets up your week a little bit more, knocks out the sludge from the weekend a little bit, and gets you going. We did the same type of thing at Bolles when I was there, but for a different reason. But what I designed, we came up – we went this Monday morning series – we actually went every Monday for nine weeks. And this series itself isn't as important as the idea was. I wanted to come up with something that only the really challenging kid could do the way it was asked. Either there was something in it interval wise that challenged them that they could barely make. Or there was something in there that speed wise challenged them that very few would make.

I always try to come up within that type of situation; a set. If everyone is unsuccessful, you have designed a poor set. Or your athletes aren't where you think they were. If one person is successful, that doesn't mean it was a bad set. It means you appealed to the person that really, really was ready to go. But, you have to have someone be successful at it. And then what we try to do in repeating the set – when they first did it, there's a little bit of whining and a little bit of complaining and not much fun – and you know how it is, if you don't ask them. I get all over the map. Philosophically I think that if you don't challenge them with things that they're not able to do once in a while, you don't find out what they can do. And they don't find out what they can do themselves.

So, this type of set, I would like them to have a challenge. And then where, hopefully, over the course of the nine weeks they got better. I want to say the first time we ran this series or one like it, that we only had maybe or not even a quarter of the practice that made it. And we might have run the same set on different intervals. Might have run around different intervals, but with same set, but the intervals were based on what we knew the athletes could do, and they were already assigned groups to do it. And maybe only a quarter of the team was successful regardless of what group they were in. And we've usually done a T-30 or a threshold type series, so we know what the threshold is, and they're setup in threshold groups. And if by the time we got to the end, it had over flip-flopped where three quarters to the 80% of the group could make the series and others were real close.

What you develop over a period of time is a sense of pride, a sense of accomplishment, in what they're doing. I think it enhances their work ethic. It enhances their image of themselves. You can do it on an aerobic component. You can do it on a speed component. But you do so many things in today's world, on a speed component, I think sometimes we miss the aerobic or the endurance component in doing it. So, what we were looking for was something Monday morning that would zero them in. Something they could see themselves getting better. It was hard to do for entire season. I want to say we did it nine weeks. We tried twelve with no success. It's really good in a training cycle. So,

we work off three and four-week training cycles now. So we had what was a standard Monday morning set and you would go a standard Monday morning set. So, in the fall, you had a Monday morning set for three or four-week training cycles. And you'd do the same set every Monday morning for three weeks – and three or four – if you did a good job it was three. And if you didn't do a real good job, sometimes it was a fourth.

I've had few people either were asked to do a fourth, or wanted to do a fourth because they weren't pleased with the way they were going. And then we would put that series away and there would be another Monday morning set. And then we'd put that series away and there'd be another Monday morning set. And then we would come back to the second half of the season and you would take each Monday morning set and use that Monday morning set through a four-week cycle. And the way the fall was setup, there was a bigger aerobic component in each one of the Monday morning sets. So, when we come into the second half of the season, when we run it, you got week one a little bigger around Monday morning and they can compare to what they did in the fall.

And it's not comparison just for them. At that point, it becomes a comparison for you as a coach. Because, if you're seeing a dramatic difference in the same series that you're going on October seeing a dramatic difference in January, then you've got to evaluate what you're doing. Have you worn them out too much at Christmas? Did they not do what they needed to do at Christmas? Or do you have other factors in the way? Are you a little more tired than what you thought you were? And it gives you a real good guide point as you're going through second half of your season. So, you can make some adjustments with the athletes. And it gives them the opportunity to make any adjustments themselves, too, and evaluate themselves. So, I just put that up there, not because of the set itself, but just philosophically I think the repetition of a set sometimes – when I was a younger coach, I worked and came to an ASCA clinic, I heard them say they were really proud that they had never done the same practice twice. And now that I've done it little bit longer, I'm glad to say I have done the same practice twice. Doing the same set and the same practice twice isn't a bad thing. We're back to presentation. We're back to where you do it the season. We're back to evaluation of what you're looking for. And again, they'll play that same video game for hours and hours looking at the same component. So, it doesn't make any reason why shouldn't be able to handle same sort of thing here.

Second group – medley training. I think training in medley, you include all four strokes. I think you can adjust your medley training for the strokes. You can be training your whole group around medley. And the kid that swims no medley at all and that breaststroke is just horrible to look at, they can go breaststroke with a dolphin kick or breaststroke with a flutter kick. There's nothing real dynamic here. But, but they can do that and still get something out of it. I think the IM platform is aerobically really solid. It provides for good muscular structure the whole way through. You get lot more flexibility. I think there's a skill development and work in medley. We're finishing up our third week of school and everyone spent an hour a day working freestyle and they spend an hour a day working backstroke.

This week they're spending an hour day working breaststroke, with very little exception. They're all doing it because I think the learning skill and the muscle motor memory you're using teaching yourself to do something you're not good at; is the same muscle motor memory things you're using when you're teaching yourself to make an improvement in your strokes. It's always amazed me that we have absolutely no problem asking a breaststroker to train freestyle, but we have a tremendous problem asking a freestyler train any breaststroke. And there are components of both that are the same. There is a feel for the water. There's some kinesthetic things that are involved. So, we do a little of that and overall I think that that's good medley. And I may have already said, we're just an over-specialized society. Certainly specialization is key. But there's a time and a place for it. And training is training. And there's some relativity in everything you do.

We've had a lot of medleys swimmers. I don't know if it's because I recruit medley swimmers? I get medley swimmers? Or we've had some success in modifying what they do? This is my favorite medley set. It's great for 400 IMers. 200 guys don't like it as much. You can modify it for 200 IMs. This is long course set, predominantly. It's 4500. It's 4500 to 5700. It's written up there. Actually, it's 4900 to 57. If you take that last 400 IM and you only do it at

the end of the set, it's a 4500 set. If you do it every set, it's – I think it's 57. My math might be a little wrong, but it's something like that.

First round, you can see the intervals change a little bit and there's absolutely nothing dynamic to it. It's 4 x 50s fly – we're trying to hold pace on the 4 x 50s fly. It's 3 x 100s back, descend one to three. 3 x 100s breast, descend one to three. 3 x 100s free, descend one to three. And then again it could be a 400 swim of weak stroke IM? Or it could be a 400 IM? We could swim a 400 IM whole way through and not do that last 400 IM? We've done it with two x 400s. A 400 weak IM, and another 400 of the weak stroke of your IM. And then a 400 IM. We've done it just 400 IM and take that weak IM out. When I say weak IM; we don't talk about your worst stroke, or your bad stroke – we talk about your weakest stroke. We use two terms in medley; weak stroke and key stroke. And they may not necessarily be the same.

I imagine that there's lots of you in here that have – you have someone – they're very good butterflyer-backstroker, at the front end of their IM is good. Their freestyle is pretty good. And they're not very good in the breaststroke leg. Invariably, one of the biggest mistakes those people make is they over swim the fly and the back, which only makes their breaststroke weaker. They have to learn how to control the fly-back, and then the breaststroke work you are doing will pay off. But if you constantly swim the race the same way – over swimming the front end to compensate because you're scared everyone's going to catch you in the breaststroke leg; your breaststroke keeps getting worse. But, it's a real hard concept to sell. But I believe it's correct.

When I was working with Teresa Crippen, she was extremely good in front end and had swum her whole career – very, very work-oriented young lady. Dick Shoulberg had done a tremendous job with her – but she was so work-oriented. And so she was a 200 flyer, 200 backstroker, and I want to say she went – I think she went 4:03 in the 400 IM short course. She's a pretty good medley swimmer, too. But, she would always over swim the backstroke because she could see she was in the front of fly. She would be all over the backstroke; and then her breaststroke, which wasn't good to start with, became worse because she was so fatigued. No matter what we did to try to improve it; and she had done it for years, and with Dick and she had done the same. And believe me the girl came from a work background. What she had done coming in, and we couldn't give her anymore. And what she did through college was all really, really very good. So, but, but she never got over that; until finally one season, we convinced her that: instead of going out and using all that speed, let your natural abilities put you in position there, and then her breaststroke split was dramatically better. Her freestyle got better, too. So, and in that dynamic, I don't think – the breaststroke might have been her weak stroke – but the keystone for her was learning how to swim first two correctly. It wasn't about getting better in the breaststroke as much.

**3 proofs
FREE!**

DESIGN LAB
CUSTOM DESIGN TOOL

FINISinc.com

The FINIS Design Lab gives teams the ability to stand out with unique, completely customizable swimwear. Inside the FINIS Design Lab, users have the ability to choose suit colors, text, clip art and more.

Not the creative type? No worries - our expert designers are here to assist! Contact us to receive your first 3 proofs free.

To learn more, contact your local dealer, visit FINISinc.com/Custom or call 888.333.4647

FINIS[®]
simplify swimming

But, it's a great set. I got this from Steve Betts. Steve Betts coaches in Singapore now. And he coached the Kuwaiti national team when I was at Bolles. He brought them all to Bolles for the summer. We trained together. They had one real good 400 IMer. I came in one day and he said, "Hey, have you had a look at this? I think this would be a good set for us to do." And I had a lot of medleys swimmers that day and we had like 16 people long course going that set. Get some real good – with that last 400 IM off, the original set is the one with the 400 IM. So, you swam a 400 of your weak stroke – kick the 400 of your weak stroke the first time through, pulled a 400 of your weak strokes

the third time through, and there's always a – second time – and then forth time, you swam a 400 IM. We got some pretty good 400 IM performances at the end of that series.

Just a basic IMs series done from the log book. I liked it because it had some pace. Usually, it's 7 x 50s on 45 to a minute. Try – a whole lot of what we do; what we've done with medley people; very seldom for the true medley folks, will I adjust the breaststroke interval. I would rather have the interval of breaststroke be extremely challenging; because to me, that's the time where the race becomes really challenging. So, if we were choosing to do the – we may not choose to do it on 45 – but we might go the whole way through on 50 seconds. So, it's a little bit softer in the fly and the back, but I'd expect a little better performance. But the breaststroke becomes a little more challenging. And that's usually swum one to three on the 50s – descend to pace – and then hold pace through seven. And the 150s – I don't know if you can make it out there at the bottom – but the 150s were always a 100 negative split and a 50 race. So, you've got the – I've done that fly upfront, too. That's the way we most often do it.

I will tell you why when I come to one of the next sets. But then, so they go the seven x 50 fly – and then the 100 fly. It's a negative split fly. We're really building through it. Want to be at race pace. Real focus is the transition, and we're all over the backstroke leg. And that's exactly the way we describe it to them. And they would do three of those. And then they'd come back and do the same thing fly. And then the backstroke. And so it's – you can see how it builds through the medley.

This is the one. I get these from Chuck Batchelor. I don't know if "the allow better" is up there? My administrative assistant probably couldn't read my notes, or I couldn't read my own. But, this type of series; all kinds of variations. 2007, maybe 2006, we were doing some training camps and I used to go freestyle / IM a long, long time ago. And I'd quit doing them because I thought it was a little soft. And I was talking to Chuck, and that's all he was doing with Elizabeth who was the best high school IMer – one of the best ones ever at that point. And his explanation to me is he felt like taking the freestyle off the IM – it allowed you to learn how to – taking the fly off the IM and swimming freestyle. You kind of get the same aerobic component, but you don't get the same fatigue factor. So, it allowed her to really learn how to swim the back end of the race. And while she's not a tremendous breaststroker, when she was swimming her best, Elizabeth was tremendous in the breaststroke leg. And so I kind of watched. We actually fell together a couple of training camps and spent some time together. And I started to watch – so we went to a whole lot of free / IM.

I like this set. This is more of a 400 IMer set. I like it; and especially short course, those are short course intervals up there, I believe. I gave you a long course too, 5:00 and 5:30. Elizabeth always thought that my interval was a little tighter than Chuck's. She liked it a little bit bigger, but when you get down that last 400 IM, that one free / IM. It's a great predictor. He thought it was for Elizabeth. He was on the numbers. When she was in the middle of season, I want to say the best she has ever been unshaved the 400 IM in the middle of the season; maybe 4:01, 4:00 and change; something like that, maybe even 4:02. She was almost within two seconds. So if I'd see 4:03 in practice in a broken 400 IM. And she always knew this was usually a one-time through deal. She knows what's coming at the end of this series, there's one 400 IM. She'd protect herself a little bit up front in some of those other IMs. Always the focus was swimming them correct and making sure your negatives splitting each one. And she'd protect herself a little bit – whatever we got in that fourth 400, that last 400 IM. If we got 4:03, I knew she was going to go 4:01 at the meet. Very, very close.

Long course, it was more like about eight to ten seconds difference. And when you started looking at it – the females, almost across the board – medley people, were the same way. The year Teresa went 4:03 or whatever she went, she was exactly two seconds slower in a medley series like that in practice. Guys – it's a little bit different. I think the guys have a little bit harder time. They didn't like swimming this set with Elizabeth. The guys were more like six to eight seconds off, whatever it is. It's kind of nice predictor set; gives you a good feel for where you are in your training. Anyway, I got the free / IM from Chuck, and went back to it. We've been doing it ever since. I really like it. Nothing fantastic here, it's just a variation of that same thing. Little bit more for the 200 IMers. That should be 4 x 50 breaststroke in the end, lot of breast / free. We do a lot of transition work for the medley guys. Almost always a lot of

transition stuff.

This is my personal favorite IM stuff. I've just always done this one for years. All kinds of different variations. Four to eight. I've probably even done it more times than that. I like to double up the weak stroke. That, you know, probably my fault the notes that I gave her. That should be 250s IM and 125s. Those are 250s and 125s. We can double weak stroke. We've done those doubling your best stroke. We've done those doubling your key stroke. We've done those doubling each stroke through. So we might go – maybe go nine of them – three doubling the fly, three doubling the back, three doubling the breast. You could go 12 – three doubling each stroke. I like that one as a warm-up set sometimes, too. It's a good warm-up set and you only go hard, or fast, or stronger, pick-up the tempo on the stroke of doubling. We've done the reverse. The stroke you're doubling – everything is all out except the stroke that you're doubling. The stroke that you're doubling is great technique. I think that's a good thing for someone that's a little bit weaker in the stroke. It's a good weak stroke thing, trying to hold it together. And all the variations and presentations are pretty key in what you're looking at.

This is 100 to – these next sets are 100 – 200 focus. You can do them any stroke. It includes freestyle intervals. Some of these are better for special stroke than others. I didn't know exactly how many to put up so I got a few of them. One of my favorite sets again. Got this one from Richard Quick in '95. This is a tremendous series – IF you're looking for something that really challenges them. I've done the long course interval; short course, too. It depends on what you've got. Everything is pedal to the metal and that's exactly the way we describe them. So, if we were to looking at colors, this is blue the whole way. This is what you got; we want to see people fail. It's great for setting up 200 folks. And the 4 x 50s on 2:00. I'm kind of used to being a tight interval guy all the time. And 4 x 50s on 2:00 to me is like, "Wow! Are we wasting time?" You get those 4 x 50s right – the key part of the set is the 2:00. And it seems like 1:30 is still pretty big. IF they have done it right up front – right in there; you're getting what you want to get ready for a 200 event. And these are always from a dive. I like them from a dive because I think it gets their tempo up a little bit more. It really forces them in. It's one of those that almost clicks sometimes. Anything you ask for from a dive, I think it clicks them in a little bit better. There's a little bit different tempo and little bit better emphasis. And we'll go, one to three series of those. I've done as many as five. Five is too many.

Jonny Skinner was in one year when we had lot of British girls and he was evaluating for British and he told me three was too many. I don't believe three times through is too many. I think it's a really good series three times through. But I don't think you want to do it three all the time. And we've done it all season long at three week intervals where we might go – three times through the series one week, two times through the next week, and one time through the other one. And when we do this, though, we very seldom do anything else with it. With the possible exception of maybe right at the end.

We will finish a big series like this and put a kick series immediately following. I like to finish a really, really hard swim series and then the presentation of the athlete is; "This is the point where you're most going to need your legs." Now let us go 3 x 100s kick on a really big interval. Or a tight interval. Or maybe and go a kick series depending on where we are in the season. But this series, would do that once in a while, but not very often. I like them to know when they do this series, it's really good one to go. Done at any time in the season. Not very much early season, but once they get in pretty good shape. And there's no stroke change in that. The medley guys always ask, "Can we do this IM?" and the answer is usually, "No." But I will say this, when they do it IM, they don't ask it very often because intervals are getting tight right about the time in for breaststroke.

I must've liked this one because I've put it up there twice. I think this is the same one I showed you earlier.

Step test. We've done this several seasons. I did it four seasons in a row. First time, I came up with it – I just heard someone talk about "step test," so we kind of developed our own. I didn't get this one from anyone else. And our first four weeks, is just filled up making sure technique is – but, we took their best stroke; and the very first week of the season before they really tired at all. I told them we were going to come in loosen up about 500. We were going to go a 75 from a push – all out. And I was very stressful about it – you're not doing anything else today. That's all you're doing is 1 x 75. And that 75 was pretty interesting. It was pretty good one. With had some people be the 75

almost what they would be at the end of the season – their last 75 of the race; relatively close to it. And so we took that one. And then we would come back and each week, we added one. So, for the first four weeks. And next week, we did two. But on the day we did that, we might warm-up little bit drill stuff. But that they knew it was coming.

So, we did it the same day, everyday for four weeks. So by fourth we were up to 4 x 75s and interval was relatively a big. I didn't write it down. I want to say the interval was at, they were going at 4 x 75s on 1:30. But, then each week after that, we added a set of four. So, by Christmas, we were up to six sets of four. There was a week or two in there we had a meet where maybe we didn't do it. Or try to use the meet as that set on that day, something like that. Sometimes, we might have had a meet and still did it. But, we were up to six sets of 4 x 75s. And then we varied it all kinds of different ways coming back the back half of the season. Varied it by starting with four and going, doing it weekly again. If the season is long enough, you plan it well enough – go six sets of three, five sets of three. I didn't like that as well. We dropped it down to six times 1 x 75. Always the easy swim. And the medleys people, I'd say, half the time and the medley guys would go their weak swim – their the weak stroke the swim afterwards. Big break between series.

The object wasn't to swim a lot. The object was to swim real fast in those days. It gets really, really good in the middle of the season because what you want to do – in the explanation that – it didn't matter what happened in the set. But, Number One is always the same one as what it was at the beginning of the year. And, it's an easy sell. "You guys are not in very good shape. It's our first week. You're back training. You can swim 1 x 75. We should be able to always go the first four that way." We got pretty good at it. We got some people – your real – I wouldn't say aerobic, but your real tough, endurance athletes – they got pretty good at swimming six sets of four of those.

That's a heck of a practice that day when you warm-up and swim-down, if they do it right. Like I said, we did it four years in row. By the fourth year, it had lost its appeal. Then we put it away. We came back to it in different versions. Maybe doing a set of 75s every third week or so. But, almost always, we'll time it 75 at some point. The first two weeks before they're real tired, and I think that's a good guide point. Then you can go use it as a meet tool. And we would pull out the middle 75 of a 200 at the meet, and compare it to what you're doing in practice. And I think it's a good guide.

Just nothing real fancy. It's a cyclical type thing. We've done this once a week and run it through. Those 10 x 50s – then kind of leave those off for a minute. The cycle is actually 40, 30, 20 and we do it once a week for three weeks.

Obviously all these are real hard sets. We wouldn't do them all the same season. We use different ones we might use through the season. We might use one of them as a test series the whole way through a season. The other one is something we just throw once in a while. But we will do this and it's always a 200 pace. I think we have traditionally done them on a minute and it's too big. I think maybe 40 on a 1:00 is right. And 30 on something faster is right. But when you get down to one to one, you better be looking for something real specific. Because it's not really one on 1:00. Because "easy" it's really one on 2:00. Depends on how you value the active rest. So, I think if we came back to this season, we're going to make the interval a little bit different. Because we haven't been quite as happy as our 200s as when I did some stuff different than this. But it is a good series, especially if you're make them be 200 pace. And almost invariably it is. Almost invariably – it isn't up there, but it's a plus one. And we usually do the – it's written the wrong way. We usually do the easy one first, and then three pace. So, you're always finishing on a pace one. And almost, not all the time, but just enough time they get some idea.

I want them to go 200 pace; and then we always do a plus one, and the plus one is all out. If your all out is same as 200 pace stuff, you either have an athlete that doesn't have very much speed to start with and they're a real good trainer, or they were sprinting the entire set. And then, you've got to take a look what you'll get at the end of the season. What you're really looking at. because they're not working at 200 pace. So, then that athlete is either swimming too fast, but you might want to evaluate what you're doing.

The other one, we add that if we're doing this through the season. That other one is – it's kind of traditional for us. We've been – I'd like to change it, but when I do the athletes ask to do it. So, when they're asking to do something real early in the season, it's because it's the "easy." When they're asking to do something real late in the season, it's

something they value as important. So, invariably now, they're asking – they know when ten days out – they want to do those last ten. And that last 10, it's a descend interval. I got that one from Bob Bowman. It was a part of set Bob did and they go four descend – one to pace on 1:30, And then they go one on 1:20, and one on 1:10, and one on 1:00, one on 50, one on 40, one on 30. Just bringing it right on down. And whatever you bring it down to, you'd like to descend one to four. Hopefully, we're at 200 pace. We try to hold it the whole way through the set. I like it ten days out. I don't know how Bob used it. But for me, it became – I can compare it to those other three sets, when we've done it. And when we do it ten days out – when someone can get down to that real tight interval and still hold 200 pace the whole way through, you're pretty much on the numbers. Those people, invariably, are almost always very, very good at the meet.

The ones that are off – they go really, really faster? Those folks have been holding back the front end and you probably need to challenge them a little bit more. And the ones that fall off really, really bad – especially if they're people that have done a good job training; they're still tired. They're not recovering quick enough to hold on to it. So, I like it ten days out because it gives me really good feeling. You know how you get those last ten days. Everyone would like to do some work, but you know you can't do any work. You don't know what is too much or too little. You know you're in the right spot when you wake up one day and you say, 'Well, we did too much yesterday' and wake up the next day and say 'Well, we did too little that day.' When you get to that point, you kind of figure you're getting to the end of the season. I like that because it gives me a little feel what to do the last ten days. When I see somebody that's really marking that up and they're down to going those last two on 40, 30 – and they're a flyer and they're holding both of them the same. I know I can pretty much let that person go, because they're not going to lose that in ten days. They're where they need to be.

My favorite breaststroke series. I haven't had as many good breaststrokers, but I have had real good ones. We have been doing this a lot. We're kind of getting back to it a little bit. 300 breaststroke pull with a band or a tube. We're looking for no speed at all. But, everything – I'm a negative split type guy. So, any time it isn't written up there, we're looking for everything to be negative split or build through the swim. I'm not sure that's completely right in today's world, but I'm a little old fashioned. So I'm still on it. We just haven't been as successful about doing it. But, they're pulling right there; and trying to hold everything together, and its very much anchoring your elbows up. Just holding on to water. Working body position. I like it with tube better than a band. And we just use the old four-inch tire tubes. They hold your body up. You're in pretty good position. Usually do it with 20 seconds rest, 30 seconds rest. Again, it's what you're looking for from your athletes and where you're at.

The interval isn't key here. 200 with a buoy. You cheat the second 100. The second 100 the cheat is you're actually kicking, but you've got buoy in your legs. So, it keeps the kick a little narrow. Gives you a little more press backwards. And then they go a 100 from a dive. We've done that several times through. And we might do 2 x 100s from a dive or 3 x 100s from a dive. Usually, it's just one. But, run the cycle three to six times through. It's breaststrokers only. I don't have the medley guys do this very often. I just like it because, you know, breaststrokers – it's hard to find intervals on them sometimes. It has a little bit of aerobic component to it. It's longer. It takes a long time to do. The volume is real low on the day you do it. Try to look for three really good 100s when you go from the dive.

And then the one down there at the bottom. I think that the years we've had our best breaststrokers, we have done that series pretty regular. But in today's world, it's completely obsolete. Not many people do that type of stuff anymore. In '90, '95, Jenna Street did this every third week. And she went 3 x 600s long course breaststroke. Interval was pretty big. She was getting like a minute and a half – two minutes rest. And the priority was – you had to negative split. It wasn't even negative split. It was 3 x 200s descend within the six. Stroke count had to be exactly the same the whole way through. And the last one in each – each 600 is getting faster. And her goal was always to break 2:40 in the 200 breaststroke at the end, on the third one. She actually did it. She went 2:31 or 2:32. No, she went faster than that. Maybe she went 29? I don't know. Whatever she went. She went to the world championship. She was qualified first in Perth. At the time, was the fastest time in the world. She never did this set the same again. But, anytime we've had anyone do it pretty well, I think it's good. But, the stroke count is the key. And holding at the

same interval wasn't the key to what they did at all there.

Backstroke series. This type of thing I like a lot. This is one that I found in the logbook. There's a 100 version, a 200 version. Those are all the pulling and that is with the band. So, that's 5 x 100s pull. It's 5 x 100s swim and 4 x 25s spin drill. The others went 3 x 200s backstroke and 4 x 25s spin drill. Four and two times through it. So, they're in two different backstroke groups. One is little more on the aerobic end and one is little bit more on the speed end. And the one at the bottom is pretty standard for us. 3 x 100s pull with the band. Chuck Batchelor, he did a lot of that again. He calls it a "strap." I've heard John Collins talk at clinics and someone asked him what equipment he uses, he'll hold up a strap.

He said, "If you had to get rid of everything else, I think it's the best piece of equipment there is." But, we'll go 3 x 100s pull with the strap trying to descend one to three, and then swim a 200. Or swim 3 x 100s or go 6 x 50s. It just depends on what you're looking for. I like the idea swimming with a strap makes your pulling with strap, really makes you hold on. It's hard to cheat. If you cheat, your legs just sink. If they sink, you don't – makes it even more harder to do.

Friday afternoon, I'd say eight out of ten Fridays. If you look at the last ten years, we've finished with this type of thing on Friday afternoon for the flyers. It's usually with fins. 30 x 50s – and we're back to that 30 number again – on 1:00. We're not looking – this is long course. Breathing every five going down on 50. I think hypoxic fly is really good because it levels them out. There is a difference in hypoxic and swim with a snorkel. A snorkel is constant air supply. Hypoxic does something different. I can't tell you what is. I'm sure the physiologists can. But hypoxic fly keeps them flat and it's real good. And then coming you race your breathing pattern; the last 15 head down, just get on the wall.

I think you're working speed. You're working flexibility. You're working real good body position. The fins keep you up on top. And we usually swim with long fins, not short fins for the flyers on this dynamic. If they do it short course, the short course version is still on a 1:00. But, it's usually breathing every third or every second going down. And no breath at all coming back. Really working the breakout. We do that one as a team thing. And on a Friday, when we do that; everyone on the team that swims fly or IM would all do that.

I don't know what they. Sprint series. These are specifically to sprint freestylers. Had a lot of pretty good sprinters in high school. We're not noted for it, but maybe this is why? 12 x 100s on 2:00. Short course. No breath the first 25. No breath the second. I got this one from Ron Ballatore. Ballatore used to do lots of no breath stuff. You can play with breathing patterns whatever way you want. Intervals got to be a little bigger looking for real good technique holding on to lots of water when you do it.

I really like this one, but not many people do. 60 x 25s from a dive. The 1:00 isn't even the key. Guys are trying to go :09 – I'm working with good guys now. Guys are trying to go :09+ to their feet. Women are looking ten and half. Usually do it on a Saturday morning, because you need a lot of recovery time. Swim down pretty good. We've done a 100. It's too many. And that wasn't in jest. We've done 100, it IS too many. A lot of people will tell you 60 is too many. The sprinters thought ten was too many.

But, they always walk back – and it says a minute there. But, we might do that on a Saturday morning. And I like Saturday morning practices, where the sprinters are in the longest. I don't care what they do. But, I like them to be in the longest because I think – just kind of a personal belief. In today's world where sprinting is important – and it IS important; and those guys do need to work hard to be really good. We're fortunate to have a couple of real good ones right now and they do work hard. But, that's a different kind of hard work.

But, there seems to be a perspective that sprinters are going to be at the pool less time. I think it takes every bit as much time to sprint well, as it does to swim distance well. But there is the component within practices is more rest and less going on. The problem is it appears to be more fun to everyone else. So, the more sprinters you have, the more the work ethic and the fabric of the whole group tends to change a little bit. So, on Saturday's, we try to design things for the sprinters that are really high quality, really directed towards what they do, but there is no time

component. So, what in fact happens, for them to get enough rest to do it right; they're the last ones to leave. I think it really helps the whole team and it's good for them, too.

My favorite sprint series when I'm not sure what else to do with them. It's a great long course series with fins. I don't know, yeah, it says fins up there. Fins and paddles. 25 kick all out. 50 swim through the middle breathing every five, just trying to really hold on to the technique. And that kick all out is "no board." It's great body position. And then a 25 kick all out again on the odds. And then the evens is a 25 all out – you're blasting off the walls. You got fins on. You're really cooking. And then through the middle, you're lining up a good sprint kick. And then the last 25 is no breath. Lot of components in there that are really relative to sprinting.

HELPING YOU FINISH FAST



Official Racing Lanes of the American Swim Coaches Association

- ◆ Highest quality Racing Lanes at affordable pricing
- ◆ Over 25 years of aquatic experience goes into every product
- ◆ Made in the USA
- ◆ Environmentally sustainable materials



Call ASCA at 800.356.2722 to order your Racing Lanes.

A portion of each sale will benefit ASCA programming.

THOMAS
SPORTS PRODUCTS, LTD

Toll-free 888.499.7946
ASCA@TSPRacingLanes.com
www.TSPRacingLanes.com/ASCA

This next is – you can't see the caption because it's in red. Distance freestyle series. Also used for 200 fly, 400 IM. There's nothing behind me. You want me to finish? I'm not too far. So, you're not going to insult me if you get up and leave. It's no problem. Distance series. I really like this. This is – Conor Dwyer used to do this type of thing a lot. And he would – we would go short course and we would try to hold under 55 the entire way through. He just missed the

American record one year at our conference meet. And wasn't rested for the conference meet. And got real sick at the NCAA meet. And I think it really hurt him because we never saw what he really could go short course that year. But, he was doing this set and he was going down there. He was holding actually 51s, 50 points pretty much the whole way through the series. We'd play with intervals on that. The one on 2:00 is real good technique. So, it's five where you're holding 55. You're on 55 and whatever you hold, you try to hold that the rest of the way through and the interval gets bigger. We've actually gone past that number and played with some larger numbers.

We've done it in reverse. You go on one and come in the other way. You saw something similar of that earlier. Just a standard distance set. I like this one a lot. It's a version of some broken 500s. A good short course series. The pace is relative to what sort of athletes you're working with. Again, I'd be very careful with terminology "easy." It's easy, but not sloppy. Might give them some sort of breath control work. And it depends on what you're looking for heart rate wise. And where you are in the season.

This is John Morse set. Got this on an athlete that swam for John Morse in high school. He brought it to us. I really liked it. That NS is negative split. You got a 100 on :55. You're going up 1:05 the whole way through on the faster stuff. The 300 negative split, always making sure technique is good coming down.

There's some modifications, as the basic set came from John. Took a minute's rest and then we flip-flopped it and came back out the other way. So, your five, four, three, two, one is all strong stuff; and 300 is all pedal to the metal the whole way. So, you go back to that. We're looking at whatever your last 300 was. That wasn't even it. We're going back on it, guess we didn't do it on that one. But we tried to hold that 300 the whole way through.

And then this last series. These are warm-up and swim-down sets. This is my favorite. I think it's tremendous. Our college team hates it. But, I think it's right. 20 x 50s. I got this from Ray Mitchell, when Ray was doing lot of lactic work. I've talked about this one before. It's a tremendous swim-down series. He probably was ahead of the most of the country doing lactic work. He did it a lot when Natalie swam for him in high school. He had lot of people and Ray was very scientific. He explained it to me when I picked it up from him quite a while ago.

You would go a long swim. This is a swim-down series. You go long swim. Your heart rate is elevated. Same sort for easy swimming you normally do. And your heart rate is elevated. You're cleaning the system out a little bit. And when you test lactate, you'd find that they didn't completely come down, though. So, then he would follow it up with a set of – I put there 20 up because this is what we would do early in the season – you go 20 x 50s. 12 of them on :45, keeping your heart rate at 140. I put 24 up there. We use a ten second count as 140. I know it's little bit higher than that, but I think most of them cheat a just little bit. And plus as soon as you stand up, your heart rate is elevated little anyways. So, 150 when you get it – ff they're standing up. It is probably more like 140 when they're lying flat. So they're going 12 of them. They can go any stroke. Stroke is completely insignificant here. But, they're going 140 heart rate. That's elevating their heart rate. It's consistent, for about 12 minutes. Really keeping it going.

The third one, you go all out. And you rest for – that's not on 40, that is 40-second rest between each one. And Ray's philosophy – and I don't know if it's right. So, you're going to have to go back and check with someone – physiologist who knows more than me. But, basically a third of a length is about six second sprint. You're going to cheat a little bit, too, again there. They go a third and they go all out, doesn't matter what stroke. When you've already elevated your heart for that long, for the 12 minutes – and you go all out, you're really jacking it way up. So, all of the deep muscle tissue you really forcing the heart rate up, you're really forcing the blood through, but you're creating no lactic acid in six seconds. At six seconds, you haven't gone to the point that you really create any lactic acid.

[Audience Member]: Is that the third one of the set? Or the third set?

[Gregg Troy]: That's the same set. There is no descend, I'm sorry.

[Gregg Troy]: It's a third of length, right. So, third of length. So, you're only going – you can even call He'll go six seconds. But, we just call it "in thirds." So, we call 50 number 13 is in thirds. And then the last seven would be easy

on 1:00. But the ones and thirds, I mean, they're going to blast off and they're going a third of the pool. And they stop. And they just literally stop and talk, bounce around little bit. Take 40 seconds rest. And you do three of those in a row. They are just enough recovery – you're not producing – if you're producing lactic acid, it's very little. But, you're really elevating the heart rate and that really cleans out the system. And then those last seven on 1:00, are just plain old basic easy stuff. And when Ray did it, he was doing lactate. He said they really recovered well. When we had the really, really, really good groups that I had in 2004 and 2008, they were religious about doing this. And when we were doing lactate acid, they were the people that cleared the best.

Any sort of mini / maxi set, I like for warm-up. Really good, anything where you are counting strokes down. So, you're counting strokes down and adding the total time together. Short course or long course. Stroke count on the odd ones and time from the even ones. And you add them together, and descend the series. I think it encourages long strokes. It lets you warm-up with a focus. Interval is completely insignificant. You can do it swim-down. We've done this pretty good swim-down, too, because it really emphasizes technique.

Or anything you do swim-down at the end of practice. We had a big talk with our team last week. Saturday morning, we finished up with a really good series. And Saturday they were really, really sloppy. We'd spent – When I say good series, we're not going hard. We had been working technique all week. And what they did – and their Saturday morning, they were little bit sloppy. And I made them start the last series over. Because I am really starting to believe more and more, that muscle memory standpoint. You leave Saturday with a sloppy swim? Your last muscle memory was sloppy – your starting Monday morning with sloppy. So, we would like to start – finish the week with really good technique-wise and come back, and start with the same sort of the thing, real good technique-wise; because I think your muscle memory has improved in that dynamic.

Snorkel and cap. I got from Genadijus years ago when I was just kind of talking to him. I think you put a cap and a snorkel. It's different than any other kind of hypoxic work. And we've made very, very small holes. I would caution you. If you ever do it, you want to start very, very short distances. And not go very hard. And what it does, it makes them work real hard to get air. So, Genadijus, when he talked to me – and I believe he was correct – all the small connective tissue in the lungs and the chest that you really use when you're breathing hard; it forces them to work harder. And I really like it. We do it a lot when we rest. I think we've gotten away from it the last two years. The athletes haven't been as good about it. I believe it's hurt us, because it stays on top of this little tissue, but it doesn't tear you up

It's pretty challenging. It snorkels, so you're always swimming down with real good head position. And the hole is actually the size of a nail. It's really, really small. And I've done all kinds of things – taken and taping it over. And it's pretty obvious it's hard because they're always cheating and punching holes in it. Now I have a manager that came to me after this summer, and he donated to the team because he was so tired of making snorkel caps. I'm a dinosaur, but one of the things you know when you go online – the plastic that makes them, he made them all for me now. So, we have them and they literally have hole from the size of a nail. It's fantastic! But if I'd caution you, they never ask to do it ever – EVER. They lose snorkel caps – it's amazing.

I think that's kind of it. Any question? Thanks. Thank you. Again, it's what you make of it.

Short Great Ideas About Coaching Swimming



Bruce Wigo

“ Well, Doc Counsilman was the first Founding President of the International Swimming Hall of Fame. I can tell you that all those coaches – George Haines, Don Gambriel—they took an interest in the history of those that went before them, and communicated that with their athletes. I think we really need to look at that and make people respect the history of this sport like they do other great sports.



Mark Schubert

“ Young coaches have asked me what they should major in in college. I majored in PE and Kinesiology and I know that was important for me. But if I were to do it all over again, I'd major in Psychology. Clearly personality has a lot to do with coaching and psychology is part of that.



Kathleen Prindle

“ From the book THE COACHES by Bill Libby (1972) - Coaches are a strange breed. There is 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 allows one person to lead successfully, and another, not.



Gary Hall Sr.

“ What are the commonalities of great coaches? I think first is communication with the athlete, second is trust (honesty) with the athlete and third is Respect. Respect you EARN. Finally, every great coach I know can motivate and inspire their athlete... and its all different how they do it and they CAN do it with the athletes they coach...but they can't do it with every athlete, because they are all different.”



David Marsh

“ The Importance of good coaching for all ages is critical. Right now I am trying to hire someone to coach great 11 and 12's. It's been the hardest thing in the country to hire...way harder than hiring a senior coach... to hire a great coach to “coach the snot” out of great 11-12's. It's probably the most important age, because by age 15, their strokes are largely set in stone.”





Frank Keefe

“Honesty? These kids can read you like a bad book. They know when you are lying to them. You have to be honest. Now there are ways to be honest... there is a nice way and then there is the hard way. A lot of times you don't want to tell the kids something negative, but that's all they are going to understand. They have to understand that you care about them. It's the old adage “if you care about the kid, the kid will care about you.” And that's really a big Truism. ”



Mark Schubert

“Coach Jim Steen visited me one time, watched some practices and we had some conversation. One thing he said to me that I never forgot... “You don't talk to your team enough.” I am a guy who is very focused on getting the job done in the water. I want them to do a lot of great work. What he was telling me was that I wasn't talking to the team enough, not only about what I expected of them, but with them about what they expected. What a lesson. ”



Kathleen Prindle

“One of my favorite quotes is from Coach Dick Shoulberg –“In every town in the USA, there is an Olympian. Unfortunately there isn't always an Olympic Coach. Wherever you live, you can develop an Olympian.” I always recommend coaching a range of athletes to develop your skills for your career, meaning coach age group, coach high school, coach senior athletes, coach a post-grad, coach college athletes. Every level is important an they all fit together. You learn from each experience. ”



Gary Hall Sr.

“As an athlete, my greatest failure turned out to be probably the most motivating factor in my life. Failure is a relative term, don't forget that. Some of your greatest coaching is not done with your greatest athletes, but with those that don't have that much ability. You should judge yourself by that. “Failure? I really don't know what it means...it's just part of the learning process. ”



Kathleen Prindle

“Professional is not the label you give yourself. It's a description you hope other still apply to you. Sport is currently big business and getting bigger continually. It's one of the top “growth products” in the world. Image that...

a “Growth Product! This is a business.”



“The Olympiad of Your Life”

By Jose Luis and David Lopez Zubero

One of the best reads I have enjoyed in the past year is the work title above, by Coach David Lopez Zubero and his accomplished and dedicated father.

The book, while written as prose, reads more like poetry. This accomplished family asks a number of vital questions relating to your life and your work, and addresses them in a way that recognizes that life is a constant struggle not unlike the decathlon in track and field. It compares each of our lives to the Olympic struggle and offers a spectacular number of suggestions to survive and thrive in that struggle.

I consider this a work of “inspiration”, because that is the effect on the reader. The poetry leads us onward into a serene look at how we can positively affect our lives and view the struggle as a beautiful feature of life.

All of the Zubero children clearly were blessed with luck to grow up in such a family and they have made the most of their opportunities in life.

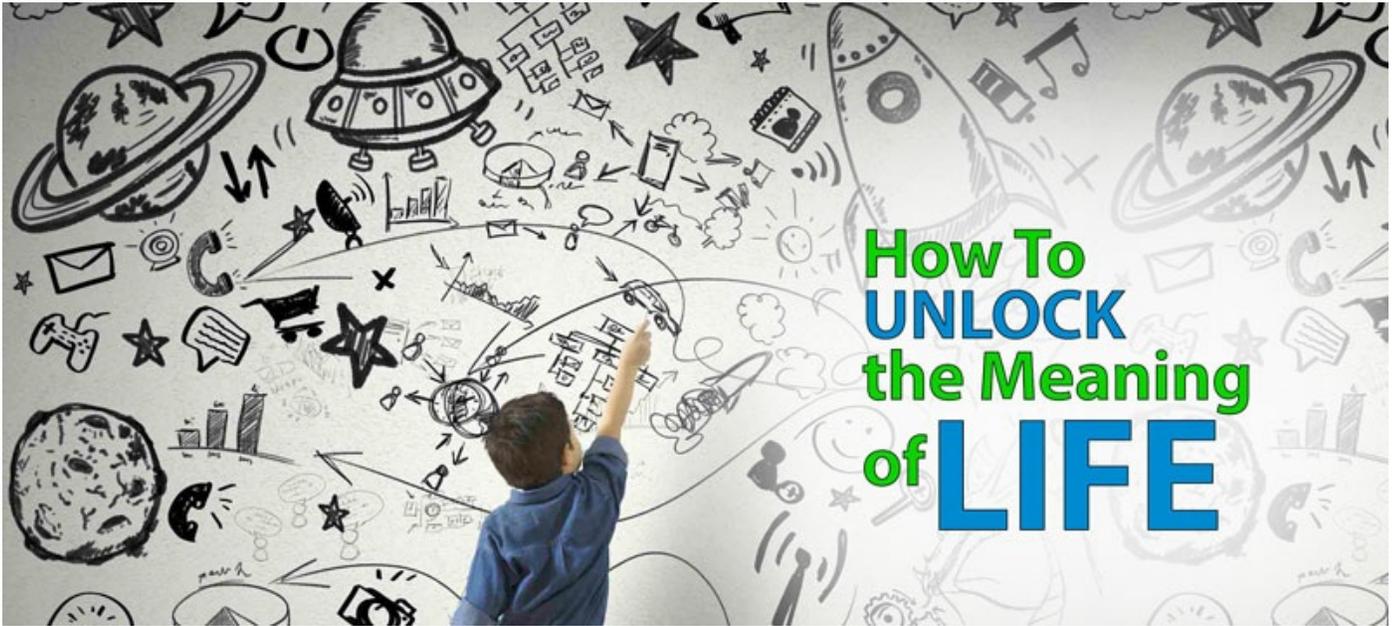
To learn more, to offer comments and for purchases, contact:

David Lopez Zubero

2109 NE 45th St.

Fort Lauderdale, FL. 33308, USA.

Or zuberoswim@aol.com



This Is How to Unlock Meaning in Life: 4 Proven Secrets

– as featured in *Barking Up the Wrong Tree.com*

There's no shortage of tips about what brings happiness, **but what gives your life meaning?**

"Meaning in life" is one of those things everybody insists is vitally important — yet nobody tells you what it really is, and directions to get there never seem to come up on Google Maps.

I had to take geometry to graduate high school but knowing what a rhombus is has never helped me. Nobody thought it was important to teach me about meaning. Seriously, my air conditioner came with better instructions than anything that's important in life.

Thankfully, somebody took it upon themselves to get to the bottom of this by looking at what the research has to say. Emily Esfahani Smith has written a wonderful new book entitled *The Power of Meaning: Crafting a Life That Matters*. And it has many of the answers we need.

So what makes for a meaningful life? How does it differ from just being happy? Let's get to it...

What's The Difference Between Happy And Meaningful?

People commit suicide because they're unhappy, right? Wrong. They do it because they lack meaning.

From *The Power of Meaning: Crafting a Life That Matters*:

When they crunched the numbers, they discovered a surprising trend: happiness and unhappiness did not predict suicide. The variable that did, they found, was meaning — or, more precisely, the lack of it.

So there's more to life than "pleasure good, pain bad." (Sorry, Epicurus.) But that ain't the half of it...

Research shows meaning and happiness can be at odds with one another. People with the most meaningful lives were "givers." But those with the happiest lives were "takers."

Best example? Parenthood. Cleaning poopy diapers makes nobody happy. Kids are really expensive. They crash your Mazda. (Sorry, dad.) My MBA friend Vlad loves his kids but also adds, "They're definitely ROI negative."

And the research agrees. Kids don't make you happier:

Using data sets from Europe and America, numerous scholars have found some evidence that, on aggregate,

parents often report statistically significantly lower levels of happiness (Alesina et al., 2004), life satisfaction (Di Tella et al., 2003), marital satisfaction (Twenge et al., 2003), and mental well-being (Clark & Oswald, 2002) compared with non-parents.

However, I'm guessing you aren't rushing to schedule a vasectomy or a tube-tying right now, are ya? Why?

Because as Emily points out, research also shows children bring enormous meaning to people's lives. Getting zero sleep for the first year of your child's life does not make you happy. But as we saw, happiness isn't everything.

Parenthood is the ultimate form of giving. And givers lead meaningful lives.

So it seems we're in a real sticky wicket here: do you have to be unhappy to have meaning? Thankfully, the answer is no.

A life focused exclusively on happiness is like that container of ice cream that quickly brings a huge dose of pleasure — followed by a stomachache, regret and a root canal. A meaningful life does produce good feelings — but it takes a while to catch up.

For a 10-day period, researchers told one group of students to do things that make their life meaningful. They helped people. They studied hard. They cheered up friends.

The researchers told another group of students to just do stuff that made'em happy. They slept in, played video games, and ate candy. (My guess is they probably also did other stuff the study did not discuss but to my knowledge, nobody got pregnant or had their liver explode.)

So what happened at the end of the study? Initially, exactly what you'd expect. The "be happy" group got happier. And the "be meaningful" group got meaningful-er. But three months later, things changed. The happy feelings of the second group faded fast. Meanwhile...

From The Power of Meaning: Crafting a Life That Matters:

The students who had pursued meaning said they felt more "enriched," "inspired," and "part of something greater than myself." They also reported fewer negative moods. Over the long term, it seemed, pursuing meaning actually boosted psychological health.

Parenthood can be a pain in the ass. But it also brings tremendous meaning to life. Don't sell your kids on the black market just yet. Meaning is the tortoise. Happiness is the hare. You remember who won that race? Exactly.

So over the long haul, meaning beats happy. But how do we get there? Emily's book covers 4 things that came up time and time again in the research on meaningful lives...

1) Belonging

Remember how it wasn't unhappiness that led to suicide but lack of meaning? When Emile Durkheim, the father of sociology, looked at suicide demographics the numbers initially seemed all over the place and didn't make a lot of sense. For instance:

- Living in a country in the midst of war actually reduced suicide.
- Being educated increased suicide.
- Jewish people were more educated — but somehow were less likely to kill themselves.

What the heck was going on? It was about belonging. War is miserable — but it bonds people together against an enemy. Education often means leaving friends and family to go to school or that fancy job. Jewish people were educated, but they often lived in strong communities.

I am lucky enough to belong to a group that gets together as often as three times a week. Chances are, I'll see Andy, Justin, and Charlie tomorrow. Bob's outta town but should be back soon. And we're still coaxing Drew to move back from Montreal.

What groups do you belong to? Quickest way to add meaning to your life is to see them more often. Not part of a group? Join one. No groups to join? Start one. It's as easy as texting people to get together regularly around a common interest.

(To learn the 4 rituals that neuroscience says will make your brain happy, [click here.](#))

Alright, so you gotta belong. But you can't just sit around "belonging" all day. What do you actually have to do?

2) Purpose

The word "purpose" is downright intimidating. Relax — you don't have to strive to cure cancer. Purpose is less about what you do and more about how you see what you do.

In her book, Emily tells a story I love. It was 1962 and President Kennedy was visiting NASA. He runs into a janitor.

The President asks the guy what he's doing. The janitor replies, "Helping put a man on the moon."

That's purpose. He didn't say "emptying trash cans" (and he didn't make a Marilyn Monroe joke like a certain blogger who has issues with authority might.)

"Helping put a man on the moon" has both of the qualities that Stanford developmental psychologist William Dawson says we need for purpose:

First, it's a stable and far-reaching goal. "Make it to the end of the workday without getting fired" doesn't cut it. You need something that motivates you and that you can organize your actions around.

Second, it involves a contribution to the world. It makes a difference in the lives of people who don't happen to be you.

Wharton's Adam Grant did a study that looked at over 200 million people in 500 different jobs to figure out which careers are the most meaningful. All of the ones at the top (surgeons, clergy, educators) were roles that helped other people.

So how can you redefine your role at work to find more meaning? What's a bigger goal it contributes to? How does it better the lives of others?

In school I hated writing term papers. Now, one could argue, I write them for a living. But I don't see it that way; I'm helping people learn.

(To learn the 6 rituals that ancient wisdom says will improve your life, [click here](#).)

Alright. You feel like you belong. You've got a purpose to what you do. But that doesn't seem to sum up a deep "meaning" in life that you could explain to others. And, as it turns out, that's vital...

3) Storytelling

No, you don't have to write a novel or anything. But you need to remember that your brain is wired for stories. It's how you make sense of the world. And you have a story you tell yourself about your life — whether you realize it or not.

My story is that I was a nerd who got picked on in high school but after being bitten by a radioactive spider I... Oops, that's not my story, that's Spider-Man's. But there is something we can learn from Spider-Man's story...

Dan McAdams is a professor at Northwestern who studies "narrative identity." And he found a trend in the stories that people with meaningful lives tell themselves. Their lives are a "redemption story."

From The Power of Meaning: Crafting a Life That Matters:

In these stories, the tellers move from suffering to salvation — they experience a negative event followed by a positive event that resulted from the negative event and therefore gives their suffering some meaning.

Peter Parker gains superpowers from the radioactive spider bite. But filled with hubris, he refuses to help stop a criminal. The criminal later kills Peter's beloved Uncle Ben, the man that raised him. Wracked by guilt and loss, he realizes that "with great power comes great responsibility." Peter resolves to use his superpowers to fight crime and becomes Spider-Man.

It's a redemption story. But people who lack meaning in their lives usually tell a very different kind of story: a "contamination story." In these stories, tragedy doesn't produce growth. No good comes from the bad. Is this you? If so, the good news is you can change your internal story. You get to decide what scenes it contains, and whether it ends with the death of your uncle, or in your decision to snare evildoers with your webs.

Professor James Pennebaker has shown that just 20 minutes of writing your story for 4 days has the power to dramatically improve your life. It helps people overcome anxiety, tragedy and heartache. Those who wrote about their problems felt happier, slept better, and even got better grades.

| *You rarely get to change the world, Peter Parker. But you can change your story, Spider-Man.*

So we've talked about friends, purpose and stories but what gives that real whammo-bammo visceral feeling of meaning?

4) Transcendence

Another intimidating word. Don't worry. It doesn't involve any heavy lifting or math. You don't need to know what a rhombus is.

Sometimes life feels so small. You're heavily focused on a few things or maybe just one thing, like your career or your romantic relationship. And then that bubble pops. You lose the job. You get dumped.

You're all-in on that one thing and now that thing is gone. It's absolutely crushing. There's a whole big world out there overflowing with opportunities and potential but right now it doesn't feel that way. It feels meaningless.

But there are experiences that provide that feeling of just how big and amazing life is. The secret is a little word with big impact: awe.

Astronauts have reported seeing the Earth from a distance has these sorts of life-changing transcendent effects — but let's focus on a slightly more practical option, shall we?

Get out in nature. Researchers had one group of students stare at 200 foot trees. Another group looked at tall buildings. Afterward, those who had looked at the trees became far more helpful when tested. Why?

From *The Power of Meaning: Crafting a Life That Matters*:

The awe-inspired people, researchers found, felt a diminished sense of their own importance compared to others, and that likely led them to be more generous... They abandoned the conceit, which many of us have, that they were the center of the world. Instead, they stepped outside of themselves to connect with and focus on others.

You don't need a spaceship to find meaning. But a trip to the Grand Canyon might not be a bad idea.

(To learn what Harvard research says will make you successful and happy, [click here](#).)

Alright, we've covered a lot. Let's round it all up...

Sum Up

Here's how to find meaning in life:

Belong to a group: I'll be at lunch with Andy and the guys. Where will you be?

Give your work purpose: You're not emptying trash cans. You're helping get a man on the moon.

Craft your story: End it with redemption, not contamination, and become the superhero of your life.

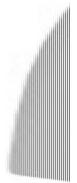
Transcendence: Nature is big. Your problems are small.

| *Life can be hard. But remember, while the difficult moments may decrease happiness, they're essential for building meaning. And that's what matters in the long run.*

We flourish around friends. Unbearable stress becomes yet another challenge when you have purpose. A superhero origin story gives you hope and redemption. And nature makes your big problems seem tiny.

Collect all four and you're on your way to learning the meaning of your life.

And that's a lot more important than learning what a rhombus is.



Q.

Did F
the fe



“The Difference Between...”

– by Coach Dave Gibson, ASCA Board Member

THE DIFFERENCE BETWEEN

BOSS

Demands
Relies on Authority
Issues Ultimatums
Says “I”
Uses People
Takes Credit
Places the Blame
Says “Go”
My Way is the ONLY Way

LEADER

Coaches
Relies on Goodwill
Generates Enthusiasm
Says “WE”
Develops People
Gives Credit
Accepts Blame
Says “Let’s Go”
Strength in Unity

DAVIDAVOCADOWOLFE.COM

BRATTER^{PA}

IMMIGRATION LAW FIRM

Your **Special Skills** can earn you more than medals

You've achieved your athletic dreams through hard work and perseverance.... let us help you achieve your immigration dreams through creative strategies and focussed research. Bratter PA and you. A winning team!

From world record holders like Arkady Vyatchanin to multi time Olympians like Thiago Pereira, Shaune Fraser and Brett Fraser, Bratter PA has developed successful immigration strategies for countless world class athletes.



Arkady Vyatchanin

2 x Olympic Medalist, Serbian National Record Holder.



Thiago Pereira

Olympic Silver Medalist, National Record Holder, Former World Record Holder, Brazil, World Champion.



Shaune Fraser

3 x Olympian, National Record Holder, Pan American Champion, Cayman Islands.



Brett Fraser

2 x Olympian, National Record Holder, Pan American Champion, Cayman Islands.

BRATTER^{PA}
IMMIGRATION LAW FIRM

Call for a *Free*
Consultation Today

Call: +1 (305) 582-2381
Visit: www.bratterpa.com
Email: info@bratterpa.com

The hiring of an attorney is an important decision that should not be based solely upon advertisements. Before you decide, ask us to send you free written information.



How Do We Build High School Swimming in Anemic High School Swimming States?

from Coach David Orr, Sunkist Swim Team

[Introduction by Ira Klein]

I want to welcome everybody. My name is Ira Klein; I'm one of the ASCA board members. We have swimming going on all over the country. And I can tell you that while we think the entire country is like Florida and California, with tens of thousands of swimmers, there's a lot of areas that work hard to produce good swimming with a very limited, both population base and base of pools, and also sometimes in areas where swimming doesn't seem to be the focal sport, like in Fort Lauderdale here. So today we have a coach who has been around the country a little bit. He's been in California, he's in Mississippi now. He was the head coach of Sunkist.

All right. And he's already done a talk this weekend on working with social media, okay. And we're working today on discussing – and the title wasn't his choice, all right, but the idea of providing quality high school swimming in area or states where swimming isn't as

prominent. So without further ado, I'd like to introduce David Orr.

[Orr begins]

Thank you. I appreciate that. It's a pleasure to be here as always, an honor. And as Ira said, I did not come up with this title. John Leonard called me to do a talk on social media, said that you need to do another talk that would be efficient for him. Then he suggested to do more than one talk. I said I'd be happy to talk about anything. He said, "Great. How about high school swimming in Mississippi?" I said, "Oh, I don't know about that." And he said why, and I said it's a little pitiful. He said, "Good. That's what exactly what I want you to talk about." So, "Okay, you sure about that." So I said go easy on the title of the speech, I don't want anybody in Mississippi to be upset with me. So he came up with this title, "How do we build high school swimming in anemic high school swimming states?"

So I will be right up front to tell you, I do not have the answer. If you were expecting the answer, so sorry, there is no answer right here. I'm hoping that we can maybe discuss this as we get through this. I'm going to explain to you how it is in Mississippi, and maybe compare it to other same-sized population states. And then hopefully, if you're in a similar situation and you guys have come up with some answers or ideas of how to fix it in your state, terrific, we can share that. I have some thoughts of some things that might help that could be completely wrong of course. We've tried a few things to fix it. And we're in the middle of some of those fixes, so it seems to be helping. But I unfortunately do not have the answer.

Mississippi is a football state, no question about it. We have two SEC schools in Ole Miss and Mississippi State. They do not have swim teams. They're the only two out of the SEC that don't have swimming in the college program. I think that hurts our state a little bit. We have only one college program in an entire state division two school, Delta State University. We have no other college programs in the state. So we're not looking a situation where some of the swimmers or athletes can stay in state and go swim. Delta State even doesn't really recruit. Instead they do a lot of international swimmers that they recruit. So I was a little worried about the anemic, but I think it's true. When I looked up the definition, lacking force, vitality, or spirit – eh, we have some spirit. Lacking in interest, I would agree with that. Lacking in substance, eh, debatable, not strong, forceful or impressive, that's true.

Feeble, weak, insipid, wishy-washy, vapid, bland, lame, lackluster, pathetic, eh, that's a little strong. But, it is a little weak in our state. Mississippi has two associations, one for the private schools and one for the public schools. The private school association is called MAIS, it's really and they go by independent, and not necessarily private. The public schools are under MHSAA. The MAIS schools have a very short season, as in two weeks. There is no dual meets whatsoever. There's literally it's just a swim meet that is the championship meet without any practices, tryouts for 99% of the schools. In fact, it's really an announcement at the school, "Hey, there's a swim meet next week, who would like to get out of class. We're taking a bus over there in – at Jackson Prep down the street from our pool. They'll take two or three busses over there. So it's just a get-out-of-school car for some of the – the folks in MAIS.

Occasionally there'll be a serious coach that'll be at one of these schools that wants to have real tryouts and practices and – and we'll try to have meets and so forth. And then realize is that we just show up at this one-day event and that's it. Swimming is not even classified as a sport; it's classified as an activity with MAIS. Most of the kids that swim the meet, 90 percent of them have never swam in a swim meet. And this swim meet probably has around 750 swimmers in the meet. And most of them are taught how to actually swim in a meet during warm-ups. A lot of the kids don't understand the suits you wear and all that stuff. It's literally like the first time they've ever swam. The folks that swim year round and happen to go to these schools will win everything. And it's not real deep but it'll be one, two, or three in every event. They'll of course cleanup. So MAIS is really, really, really – you know missing. At least there is such a thing, but there is no season or any kind of normal routine for the season practices and stuff like that. MHSAA, which I'm a part of, I also coach. As well as my year-round club, Sunkist Swim Team, I coach Northwest Rankin High School just down the street from my pool. We have the season starting in August. And it goes through to the end of October. Girls and boys swim in the same season. In Mississippi the club coaches can also coach high school. I know in some states that's not allowed. The head coach is not allowed to do that. In Mississippi it's no problem.

And in fact if we didn't get involved with high school swimming there would not be any high school swimming. All the club coaches have a high school team, almost every single one of them. The teams that end up state champions are all run by club coaches. The finals at the state championships, the top eight, 99 percent of them are year-round swimmers. May be in the 50 free, but definitely in all the other events, they're all year-round club swimmers. We have a schedule that you put together by just calling up your buddies and putting together some dual meets or double duals or you might have an invitation. So it's up to the coaches to get together, have their meet season, which we do. The officials are supplied by the clubs; the pools are supplied by the clubs. The places we practice for the high school swimmers is at the club teams. You go to the club coach and see if we can swim there.

Personally, I've got 172 people in my team at Sunkist, and in high school swimmers. I've got swimmers at almost every high school and in the Jackson area. And instead of me doing two different practices which on my high school team, out of 23 people 21 of them are actually on Sunkist already. So we just swim at Sunkist practice. It's a mix them in with the seniors, so I only have to write one workout basically, and I can keep track of them anyway because they're on Sunkist. Some schools have a block where they have, sixth period will be swimming. My daughter swims for Madison Central. She is coached by my rival team's head coach, Brian Ware, which is kind of interesting. I actually coached his stepson a few years ago. We got a lot of mixing up clubs and the different coaches, it's kind of cool.

But, she actually takes a block. So they have a class, we have, I don't know, ten-plus swimmers on Madison Central that are Sunkist swimmers. They'll go to the block, and then they'll go to Sunkist, practice later as well. So some of them get some doubles in, which is kind of cool. We end up having a North half South half championship. You have to qualify for that. And from that we have 16 swimmers will be at the state championship two weeks later. At the end of October, we do I think it's six – six from the north, six from the south, and then the next fastest filling in, the next fastest four. So there's two heats. That state is divided up into two classes. So we do have a class one that's some of the smaller schools, and then the class two would be the bigger schools.

Most of us that are involved do it because there would not be the sport of swimming in high school Mississippi without us. We have the pools, we have the officials, and ultimately we have the swimmers. And the association is really good about that and appreciative of that. There isn't one high school in the entire state that has a swimming pool. I don't know if that is a problem could be why some states, like Iowa, that's similar in population, but Iowa has

much deeper swimmers in terms of speed and in terms of numbers. They have plenty of high schools that have swim pools, but there isn't a single one in the entire state of Mississippi. This athlete is actually Michael Ray, he's a Tupelo swimmer. Tupelo has won maybe the last six or seven for boy's titles. Coach Lucas Smith does a very good job with them.

One of the things that he came up with that kind of helped him fill his team was he started recruiting them in seventh grade. He would go to the other athletes, the baseball players, the football players. I forgot to mention, there's no junior varsity, it's seventh grade to 12th graders, so your seventh graders are racing 12th graders. So it's all, once you're in seventh grade in MHSAA you are in the one big meet. I guess the 12th graders. But he would get a very good job, and he does this still, where he in seventh grade would get the baseball players and the football players to get some of them to come out to swim.



REQUIRED CERTIFICATION SCHOOLS

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



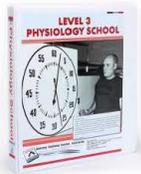
LEVEL 1: FOUNDATIONS OF COACHING

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**

2 Convenient Ways to Order

ONLINE store at www.Swimmingcoach.org

CALL our office toll-free at +1-(800)-365-2722, where one of our friendly ASCA customer support members will be happy to assist you with your order.

American Swimming Coaches Association 5101 N.W 21st Avenue, Suite 530 • Ft. Lauderdale, FL 33309

Tel +1-(954)-563-4930 Fax +1-(954)-563-9813 www.swimmingcoach.org

He got the coaches to sign off on that... tell the baseball coaches that the bat speed will improve, the flexibility is great, it'll improve their baseball, I'm not trying to steal your athlete, and so forth. So by the time they're juniors and seniors they can do a 50 free and 100 free for the most part. Michael actually was a football player, a baseball player, and a swimmer. Michael won the 50 free at state meet after playing in a regional championship for football as a safety. He had to go cross few hours. He had like

five hours sleep. He had to drive over to the state meet and swam in it. Did really well, they won. But he was juggling multiple sports. He wasn't fast enough to swim in college in terms of division one, but his focus wasn't really swimming. But he was able to be a part of the sport.

And I think, it's a really what Lucas is doing I think is kind of an interesting idea if you have the ability to kind of get to these swimmers or athletes, I should say, before, and see if you can get them out to the pool. Then you have some years to develop them. Obviously if you already have a club team and you've got younger athletes, and you know that they'll probably swim in high school of course. But it's even at my school, which is a really big public school we have athletes that are going off to a major leagues in baseball, specifically we have really good division one football players. And this is a big boy high school. I have no buy-in from any of the coaches whatsoever. I actually have a few battles, and you probably have some this too where some of the other coaches are trying to get my swimmers into their sport, not even in a "Hey, this would be cool if you could just sort of do my sport also, cross country specifically."

But the cross country really appreciates the aerobic capacity that we provide. So they all of a sudden show up in seventh grade, and our swimmers can go off and run 5ks and 10ks like nobody's business. And so the cross country coaches usually go, "Whoa, we need to have this person on cross country." And then to the point though that they're almost pulling them out of swimming, which is a problem. So we're not really working well together there to help each other, which is think is probably part of the answer, in terms of maybe what we could do to be less anemic in Mississippi with swimming is having all the other coaches sort of buy in a little bit to the sport, a little bit more without fear that you're trying to take their athlete away from – from their sport.

I mean, they're starting in their late teens. As it's very difficult to get really super-fast in swimming. Not that it can't happen; it does obviously. But Mississippi is not a real populated state. But like I said, when I thought about it I started thinking what it is like in some place like Iowa. We do have 900 swimmers that participate at MHSAA. We have 745 that end up at MAIS at the championship meet. We have in terms of USA Swimming, we have only 12 clubs in the state in our LSC. Iowa has 30. Iowa population base is 30th in the country out of all the states. Mississippi is 32nd. They have a little over three million people in the state, we have a little under three million people but it's very, very similar; rural state, very, very similar. But they have way more clubs than we do; they have way more swimmers than we do.

It's deeper, and I don't know the answer is. They had 14 qualify for Olympic trials in Iowa, Mississippi had two. Louisiana is kind of similar to us. Louisiana has a lot more swimmers as well for some reason. They had 12 qualify for Olympic trials in Louisiana. We usually compete really well head-to-head against Louisiana in all-star meets and at the age-group zone meet. But they tend to attract more swimmers. So, again, I'm not entirely sure what we could do about it. You know some of the solutions that we've thought about do we need to make the time slower, do we need to make the cuts faster. Ira and I were talking about cuts. And the idea is that you think, well, if it's slower we'll get more athletes that can participate and get to qualify for the north and south. But found that even in our LSC that when we made them slower it actually made our LSC by and large slower overall.

In the LSC level we changed our cuts to faster three, four years ago. And all the coaches stepped up and coached them up. And we went from maybe once getting a bronze banner through USA Swimming, maybe once every three or four years a club would get one, which essentially is a summer juniors cut. So you're taking once in a blue moon. Until this past year we had three clubs get it, with two that almost did in one year. So we as a LSC have gotten them much, much faster. And we did that make the cuts faster for the LSC championship. So we did get the association to make the times faster for high school. It went from 900 swimmers at the participation level, to last year it was around 700 and something, so we did drop off 200. And I don't know if that's because they ended up swimming, got to the middle of October and did not qualify for north and south half.

The times if you saw them, everyone in this room would think they're really slow already. They're pretty slow. But some of these schools out in the rural communities, where they're not really practicing in

great situations, they're struggling to get 35s and 50 free for the girls. And the cut is like a 32 something just to go to the half championship. So it seems like it may have dropped us off. I don't know if it's the end of the quad and so it'll bump back up and we will start higher after the Olympic year. And I haven't compared it over a stretch of four, six, eight years. But we did improve the times, and the cuts are faster. And once you're at state, not just your placement, you've got to go faster still. But the cuts are still maybe double B's... they're not real fast.

But at any rate I don't necessarily have the answer. I was hoping that I could open this up to you guys for your thoughts, questions, maybe get some dialogue going with things that maybe have worked or you've heard of working in your area. You know swimming is done so quick, it's gone so quick. And by November it's out the door of high school. And I know that that plays a part of how your season is planned out. And in some, it bumps up against your spring championship and so forth. And maybe that's the thing; maybe it's the time of year. Should we be at different times of the semester, should we have girls at a different time? In Iowa the girls swim in a separate time than the boys swim in high school. I know that it would be impossible to take the club coaches out of it. Most of the club coaches there is some apathy, and myself included. We feel like if we don't do it it's not going to be there. And the kids want that high school experience, and it's important for them. And we want to support that. But, nobody is getting into college off of their high school times in our state. The only times it go to swims database are for those two meets, the rest of it is not going in there. And some of those meets that are dual meets don't even have blocks, don't have pads. Some don't even have flags and lane ropes where they're working out down the street from us, one of the schools. But at any rate it's anemic. I said I didn't want to sit here and vent. So I'm trying to be positive about what we can do to change. Building pools is a thought. Maybe it's a lack of pools; I don't know what your thoughts are on that. My mother grew up in Iowa, so it's one of the reasons I thought of Iowa. And maybe because it's at winter time they have an indoor pool at the facility at the high school. Maybe it's that their high school puts it in PE, and PE is a part of it.

I know there's places in the country. Rockwell, Texas passed some ordinances that made it... in order for a child to go from second to third grade they had to know how to swim. So it became a part of their PE. And because of that new law the folks could get grant money to build pools at their schools. And then they could have PE that included swimming. I think that's a fantastic idea. It would never pass in Mississippi, but it's a fantastic idea. There may be other solutions out there that I haven't thought of. I think it does hurt not having college teams in the state. There is some talk at Mississippi State will have a swim team, they're considering it. If Mississippi State does it, I can guarantee you that Ole Miss will also do it. Both of them have pools on campus that could work.

But for whatever reason it's because it's football, baseball, basketball is the reason. But if we could get them to do that. We were up at Knoxville, in January, and I had some folks in the stands looking at the banners up there. I don't know if you may have been to that facility. But they have, you know, all the SEC teams banners were hanging there on the campus at the pool. And one of my parents told me later, "God, they're so stupid here." I said why, they said they forgot to put up Mississippi State, in Ole Miss, can you believe that. The banners, they don't even know the SEC schools. I said these are the aquatic programs in the SEC, they don't have them. We're at the pool. "Oh, okay." I said, "Yeah, it's pretty sad." But we try to make it work. We do have fun. The coaches actually have to work together. Like I said, my daughter's coach is the rival club coach in town. That coach is from Mississippi Makos. Their girls' team won the state championship, Madison Central did. And the runner up was from Northwest Rankin, it was our girls. So we got to take a nice family picture with the runner up trophy and my daughter's, team trophy for winning and with my wife. And it was neat, because we felt like we were a part of all of both those teams. And we are. I mean, we also have Sunkist swimmers on their team and other class one champions as well. So we're trying to make it work. I feel like it is an important experience to have and to be a part of the high school experience for them. It is difficult though I will say. And I'm going to leave it at that before I get in trouble. But if anyone has any suggestions, would like to throw out an observation from their area, something that we could discuss or

an idea.

[Audience Member]: What do surrounding states do? You talked about Iowa and we are from Illinois, and Illinois schools go to Iowa to swim meets. In the end it's a little bit different schedule. But we go to Wisconsin to swim high school meets.

[David Orr]: For high school you go into other states?

**JOIN IN FOR THIS NEW
HIGH SCHOOL COACHING SERIES.**



HIGH SCHOOL COACHING

ASCA ONLINE EDUCATION COURSE

"EXCELLENT PRESENTATIONS"

I attended this clinic and was impressed with the professional preparation, quality of material, and practical application of ideas presented by three excellent and dedicated high school coaches.

~ Guy Edson, ASCA Technical Director

\$99.00

COACH KEVIN KINEL

Head Coach at Chesterton High School for 37 years and winner of the 2014 Swimming World national boys team champions, presents "Race Analysis" and "Developing Training Sets and Techniques To Improve Racing Skills."

COACH BLAINE CARLSON

Coach of 4 Wisconsin State High School Championship teams and Wisconsin High School Coach of the Year, presents "Power Development," and "Season Planning: Meeting the Needs of you Year-Round and High School Only Swimmers."

KYLE BEDALOV

Coach of individual Wisconsin State High School champions, a dual meet record of 133-71, 128 state meet qualifiers and 46 Academic All-Americans, presents "Social Media to Help Your Team," and "Team Building."



American Swimming Coaches Association
5101 NW 21st Avenue, Suite 530
Fort Lauderdale, FL 33309

(954) 563-4930 | Toll Free: 1 (800) 356-2722 | Fax: (954) 563-9813

BE PREPARED TO TAKE LOTS OF NOTES.

Order on-line by visiting:

<https://swimmingcoach.org/product/asca-high-school-coaching>

[Audience Member]: Yeah.

[David Orr]: Oh, wow. You know, Alabama's is pretty good, pretty competitive. Alabama's got maybe almost five million people in the state. And they ended in December. I'm not familiar with Louisiana or Arkansas. I know Arkansas, struggles from what I understand. I can't remember if Tennessee – we tend to go as a club to the southeast meets more than we do what we can locally, but just to have faster

swimming. So I'm familiar with some with that, but not necessarily the high school. I know that most of the club coaches complain. Juggling two teams and doing all that. I feel like the Alabama has a few more pools, probably has a much stronger program just from being there for club meets. Same with Tennessee for sure. I know there's a pool problem with Katrina in Louisiana, so they may be hurting a little bit.

I think it's better than us though with whatever they're doing, for sure. Yes.

[Audience Member]: Do you have summer leagues that are outside of US Swimming?

[David Orr]: We do. In the Jackson area there's a big, big summer league. It's been around for decades, called JSA. And they have their city meet at the end of the summer, and maybe 700 swimmers are a part of it. I've got lists of how many teams we have and it's amazing if you look at even like what states have in terms of just athletic swimming teams and where that ranks and we are like 39th and see if you can see this list here. So this is number of actual youth adult, high school, college, university, and I would say includes summer league if you're giving us 80, as opposed to here. But if Alabama has got 113, and Iowa has got 163, I mean, they've doubled what we have in all these categories of swimming.

And you can see Tennessee 198, Louisiana 184, Arkansas is a little bit below us at 62, and that might be to do with the population. I've got numbers on all that.

[Audience Member]: What numbers does that represent?

[David Orr]: This is the number of total teams by state, in terms of all swimming youth, adult, high school, mixed together, so YMCA, USA, summer league, whatever. We did a feasibility study for a pool we're building. And one of the things that we kind of looked at just in terms of, how much money we could get to build the pool was what's the actual what does the state look like in terms of how many people are actually swimming in the various organizations. Jackson's got a big summer league. Jackson Metro Area, so you know, is the population center of the state, it's the state capital. 65 percent of the swimming in high school comes out of the central area. So when we say "Metro Area" that's the hub of the population, that's where the city meet is. At the city meet you probably have, out of the 700 maybe 150 year round swimmers. So there's a lot potential that could come over.

It's a whole another topic, but they've put a lot of importance into JSA. And here's the number on that. And you can see it's actually gone down over the years. But there's numerous teams. In MSHAA we have all these teams. And it adds up to on average 913 swimmers participating, but last year it was 705, it went down from 965. And I don't know if that's from the cuts changing. I am really totally not sure. MAIS, that just does the one-day overall championship meet, and that's it. They still pull in 745 kids. A lot of them are just getting out of school, so they're not really seriously about swimming. Most of these programs are not lettering. They don't do letter jackets; they don't do any of that. We do, at Northwest, we do that. But they don't at Madison Central, they don't in Tupelo.

They get rings if you win the state championship, so they are excited to get their championship ring, and Michael was wearing five or six that he was wearing there. This is teams by state. It just gives you a general idea. California and Texas there's over a thousand swimming teams in all their different types of teams that there could be for swimming. And Mississippi just is way down here, which you know is anemic. And we have 1,400 that swim in Mississippi LSC. That's maybe half of what they have in Iowa, same population base. And that's of course they've got 30 clubs and we only have 12. I don't know what the answer is. We're trying desperately to build it up in terms of Sunkist and what we're doing. And the residual effect of that actually is that high school swimming is going to improve too.

We're building a pool kind of like the Greensborough pool, so it's going to be big.

[Audience Member]: Do they have much participation in rural Mississippi in the high school championship?

[David Orr]: No.

[Audience Member]: They have a lot of wrestling teams in rural Mississippi?

[David Orr]: Probably. No, wrestling is not real big.

[Audience Member]: There's a culture biases'.

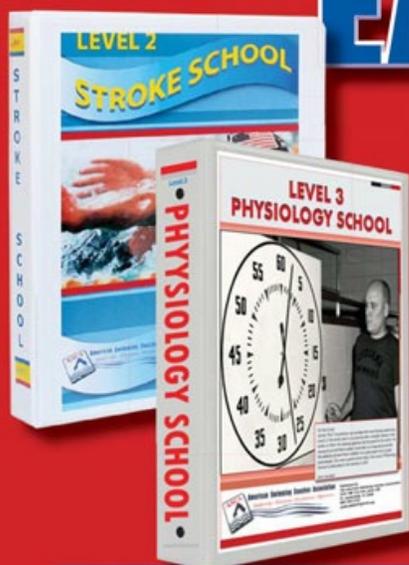
[David Orr]: Yeah. Oh, there definitely is. And I think, just in terms of the different cultural, it's a very diverse state. And I have one of the most diverse, there is no question, the most diverse state team in the state. These kids are in Mississippi. They grew up wanting to be football players. They want to be baseball players and basketball players; Mostly football though. I mean, from a very, very early – like fourth grade, they're doing flag, fifth and sixth they're tackle, I mean, it starts really early.

[Audience Member]: Some of the girls want to football players.

[David Orr]: So of them. No, obviously you're right. You're right. You're exactly right. And I've tried to get maybe some volleyball girls because they're always tall. We were at a seminar and they were saying that... Dave Marsh was saying that he thought gymnastics was a great place to get athletes because the tall ones are going to end up getting injured. So if they could do it up until about eighth grade, then have them come over to swimming. I don't know if all of Dave Marsh's girls swam or did gymnastics. But I thought that was an interesting idea because I do like that. I do encourage my athletes on Sunkist when they're young, I tell the parents I'm not interested in swim nerds I'd like athletes, so yes, keep doing your soccer, keep doing your baseball, keep doing your softball, whatever you want to do, and don't migrate to the one that they want to stay in. But I want them to be athletic. Someone was saying that high jump is a good place to get athletes. That they had body control, and they're usually long and slender, and they can jump up and go over. Great, I don't know how to get to them, but it was a thought. And we have some track. And I've noticed with my swimmers that do high school, one of the issues too that can come up and it probably is different depending on when you have your swimming season. Cross country is the thorn in my side for sure, but it's also at same time as swimming season. Now the state championship is a week after the Mississippi swimming championship one. So that doesn't conflict. But they're training exactly the same time. I've noticed my cross country athletes that swim can be occasionally tired. Legs are zapped a little bit during the season.

My track participants that actually once high school is over my Sunkist swimmers that into swimming that are running track, just regular track, the second semester is when regular track is. I've noticed that after two or three seasons they've got just a complete zap of legs. That could be just be me being mad about it or something. But I've noticed a little fatigue plateau, and it's from my tracks, not the cross country, from the regular ones. And their legs get a little bit bigger too. So I just feel like they're – they're maybe not recovering as well as they should at the right time, and doing all that but – yes.

GET CERTIFIED EARN MORE!



Level 2 Stroke School OR Level 3 Physiology School

Long-term development of athletes is key to good coaching.

This is all about the planning and execution of training for athletes of all ages, from 8-and-unders to the elite. Along the way, you are reminded of some basic science. Once you can teach strokes and understand the philosophy of our sport, it's time to have a coherent training plan for your athletes of every age.

Level 2: Stroke School

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.

The duration of the online course is approximately 8 hours. Once purchased, the course can be completed at your convenience. The course is video-based, with eight hours of content in 9 chapters split into 60 parts.

Level 3: Physiology

The purpose of this course is to give the coach practical knowledge on how to develop a long and short term training plan, and write workouts that will demonstrate the progression necessary for swimmers to improve.

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 Swimmers and Masters Swimmers. Also required by USA-Swimming for the head coach of a new club program.

ONLINE OR HARDCOPY



**Becoming ASCA Certified Has
Never Been More Convenient**

[Audience Member]: What is your high school season time frame?

[David Orr]: So in the public schools it goes from middle of August to the end of October, boys and girls same exact time. And for the private schools there's no season, just show up September 20th in the championship meet. And that's it, and then it's done. So it's over pretty early. Cross country — they give us an activities calendar, and you can see all the activities and sports of the school and they try to move them over, some years band championship is that weekend or — so you do have some conflicting with some sports and activities that conflict, and then your athlete has to decide — my beef kind of with the other coaches, I've had them... blow smoke up their butts a little bit about how good they are.

I mean, it's one thing to win at a small school. But when you realize that nationally it's so slow, but to tell them at the next prefontaine you need to keep running. And you're like, "I can beat you, I'm 50. I appreciate that you're winning at your school, but they used to try my school up in Columbus, Mississippi; they would try to get us to go play football at the private school which had a class of 25. And they would say, "David, you can come over here, you can be quarterback, you can be middle line, whatever you want." I mean, they were desperate to get some athletes over there. And we were thinking like, wow, and the big boy high school that we're at we'd get cremated, you know. And we played for – I played at least. So there's a little bit of, I think it's disingenuous for some of those coaches to make the parents feel like they could be running into college. I said, "Really? Have you looked at your rankings? I mean, I can do that in swimming, we can talk where you are. You're a sectional swimmer, you're 12.

Suddenly you think you're going to be running in college at 13, you just started running. And it's because you won a few 5ks, and the high school coach really just wants you on the team. I said just keep in perspective. I mean, you know, certainly we all want to win, and we enjoy winning. But let's look at this 5k time, is there a way to nationally rank it to see regionally, you go – I mean, if you're 3000th in the country at your age – your age for 5k, but you're 75th in the country in swimming I think we're – probably should stick with swimming, right? I mean, that's what I would – my point there. And then I said, "I don't – I'm not giving you the answer. I'm telling you, you go look." I've had these conversations with two or three different parents that were starting to kind of drift off to the other sport because the coaches were trying to get them over there.

[Audience Member]: With the season that short, are there any opportunities to not compete cross country and track? Or are those your main issues?

[David Orr]: Well, I don't know if I think if you choose not to do it, yeah. We have a rule that basically in high school you have to make four practices during the week. And for my team everyone has to be at Thursday's practice that is a must. It's mandatory, so we can work on relays and it's not random because I swim with Sunkist my high school athletes, they have other options if they need to miss of a track meet. I can say, "Well then I don't you pick it up at Saturday practice for Sunkist or Friday afternoon or whatever. So we swim Monday through Thursday, most of them. The club coaches all have a gentleman's agreement that basically if your high school swimmer swims on a club, they can go swim their high school practices with the club almost all of them require, but just show up once. And usually they pick a day so they can all be there for relays.

And then most everybody follows that rule. They understand. And it actually helps then kind of weed out the – they can work with the newer swimmers. We don't get that kind of help with the other sports. It's, "Sorry, we have the track meet." I've written notes to coaches. I've written notes to PE teachers, "Hey, we've got a state meet coming up. Could you? You know we're tapering. Could you rest them this next week? The meet will be over with and we'll get right back at it." 50 percent of them have just said sorry. Several have ripped it up in front of the athlete, yeah, I don't care about that. It's like, really, okay. And even with some fast, fast kids, and you just think, "Man, that's unbelievable".

So there hasn't been a whole lot of help from the other coaches in my area. I know Lucas does a great job, and he's does part-time head coach. He's got another business, and he does some PE coaching. So he's in with the other coaches, and I think that's it's helped him get them to buy in. And it's a pretty good plan. You get them to – they can't swim in seventh grade, but they're athletic, like this guy. By the time he's in the 11th, 12th grade he's doing 21 50 free. And in Mississippi he won it with a 21.8, and won't win it this year, we already have 21.0s going. But – so he does that.

Now he can't even break :50 in the 100 free. He – you don't want to see his other times. So his times aren't really that fast in terms of a real year-round swimmer but they have enough, and then they get – he's got five or six boys that can all go 21s, 22s, they win the relays, the free relays. You know, you've got your 200 free; you've got your 400 free. Now can we just get them through it at two medley? Yeah. By then they can get them though the two medley. So it's working for him to do well with high school because there are so few events and they can only swim two or whatever. So it's kind of an interesting thought. So should we really in high school just – you know, I wish I could because I have a middle school situation and I've tried to get more younger ones in. And so they would start that process.

And I've tried to bring in other athletes. I brought in... I'm a paraprofessional. So I'm not actually a teacher or anything. I'm just the person they hired to do the swimming. I have a school proxy. I've explained this to them; we

need to get the seventh graders in here that are athletic. Who is the great baseball player that's out there? Give me the seventh and eighth grade athletes. And you know, he brought me a couple that were in the 11th grade that were like the guy was apparently heavily in basketball, could slam dunk, was the next Kobe Bryant, the guy could not swim a 25 free. You know, and I appreciated the help. I said, I'd need him in seventh grade, not in 11th. He can't even – I mean, he barely could swim. And he's an amazing athlete. So you bring them in at 11th and 12th grade, I mean, there's no time in our season.

And I've very, very picky about – maybe that's my issue. I shouldn't be so picky about making the team. I have five boys on my boys' team. I have 18 girls. Maybe I should have :40 and :50. I don't have :40 and :50 trying out. I probably had five guys try out and maybe 20 girls or 22. My feeling is when I get them; the older they are the faster they better be. Are we going to be able to go to south state championship? Our girls' team has won the last three years at south state. Can I take someone who's new when they come in? If they do a :37 50 free brand new swimmer, she's in 12th grade, I don't think that's going to work out, she's not going to be a :32 in October. But if she's in seventh grade, whoa, that's different. Maybe she will be by the time that she's in 11th grade, so I might get her interested in sport. Yes.

[Audience Member]: What's that having participation in Jackson summer league, do for them being able to bring on people late in their high school career because they have already been doing this every summer?

[David Orr]: Right. I did not grow up in Jackson. I'm going to try to just real quick give you the answer. But Jackson has two clubs. There should only be one club, it used to always be Sunkist. There's a divide in the area and it's because of summer league. So it's a very divisive experience for some reason. It's been in the – this is like year 54. I completely have no dog in the fight; I didn't grow up in the area, so I've looked at this objectively, and to cure swimming I feel like. And it might cure the whole state if I could have summer league become hand-in-hand with year round, instead of it being what it is. It is Riverhills Country Club fighting against the Jackson Country Club territorially. And it's not even about swimming, it's about who gets those summer league assistant jobs.

All these teams have kid coaches. So the parents are fighting for them to get that cushy little summer job in the sun. It's a whole other conversation, but I – it doesn't help at all. They don't swim in high school; they go off to their other sports. They – they win city meet you would think they've won the Olympics. I can't tell you how many adults I meet in the town and they'll say, "Oh, I swam." I'm like, "Oh, great. Where did you swim?" "Briarwood" I'm like, "Oh, because that's a summer league team." So I'm like oh, summer league, okay. Oh, okay. Oh summer league, got you. "Yeah, I was City Meet Champs." "Wow, that's great." They think, yeah, I don't need to go swim in college, I just won city meet. I don't need to swim in high school. I'm great. We did it. You're thinking, *there's a way to fix it*. If you've made state meet for the LSC then you probably shouldn't be swimming in summer league.

I tell my kids what value – what do get out of beating a kid wearing cutoffs. I don't know what you'd want to do that. If you're a sectional swimmer and you're lapping people, why would you want to do that? So I think it could funnel in a lot more. I think having a new pool. The pool is really old. And that's one problem with Jackson; all the pools are really, really old, except for ours. And ours is eight lane, 25 yards, it was built in 2003. Our pool is nice, but it's small. I mean, it's just eight lanes, 25 yards. It can't handle running city meet, it's too many people. But I wish it would, but it is a divisive thing right now. I'm trying to fix it and unite the town. And a lot of people don't believe me, but I really am.

But I think that's one of the issues. And it may. I haven't thought about if that leaked into high school. Yes.

[Audience Member]: Why is it so important that kids that swim with you make the south state meet?

[David Orr]: Why is it important?

[Audience Member]: Why is it the end all be all?

[David Orr]: Well for me, I'm trying to do well at that meet. And then I'm trying to do well at state. And I have limited space because we swim with the Sunkist group. If I had a block, which I don't, we did try to get a block at the school where we would do it during our period. I could afford more room. Thursday, last night, I had 39 in six lanes. The week before Thursday I had 48 seniors. Because not only my regular group, but then I have two or three extras trickled in. And, so we're kind of beyond capacity in the lanes that I have for the senior group. And if they're not going to make it to south state I don't know what the experience is going to be for them. They go to the dual meet. They didn't make south. Thanks for playing. They graduate. So if they were in seventh or eighth grade, they're going to improve.

You know, if they're over a :40 in the 50 free, and they're in seventh grade. I would tell them, if you really want to swim, why don't you come back next year. Because if you go find another team in town and train, and there's three year-round clubs, and I've had swimmers do that, and come back and be :36 the next year. And you're like, heck. So for me, that's just my philosophy, some schools there are really no tryouts. Whoever shows up can be in it, and they have 45 kids on the team.

[Audience Member]: Well that's I coach at an inner city high school in Michigan, and state for my kids where they're coming from is not a thing for most of them was to explain, but if you bring on another kid into your senior I started with a team of 5, what I have found, especially with high school swimming, even your slowest kids have something to contribute to the team that make the whole team better, even if they're not your fastest kids, they become team cheerleaders, team leaders. And I think the draw of high school swimming that's setting these high school kids apart year round is that team, and the camaraderie. And then sometimes I think if you're cutting them off and saying, "Well, you're not fast enough to be here with us, you may be losing an awesome, awesome kid which could bring in more kids who are fast enough and will make the senior team but just because they're not going to swim in that state meet, doesn't mean they shouldn't still get part of the team experience.

[David Orr]: Right.

[Audience Member]: And for some kids a dual meet, where coming in fifth place might be the best thing that ever happened to them in the world, but they're never given that chance because they're not good already. My biggest battle was getting kids to be willing to try. I have kids who in my area I ask to join my swim team. They go, "I don't know how to swim."

[David Orr]: Right.

[Audience Member]: I don't care.

[David Orr]: I don't have – and, especially seventh grade. And I've asked to go to the schools, I don't – really, there's all the guys get on the team this year, there's only five that tried out. I didn't have any others. Some will say, "I don't want to wear a Speedo, or you know, they'll be – you'll hear those reasons. So there's some cultural things too, like I don't want to get my hair wet. I mean, I've heard different things. If I could get to the school, we have five seventh grade schools, so we don't even have one – I mean, elementary school. So once they get to seventh grade, if I told them about trying out in sixth grade, I got to go to five different schools. One of the things that my coach did in when I grew up is he took a couple of swimmers, we got some of our medals, and we went right to the school, and we went into each classroom and talked to the kids about swimming, showed them our medals, "Hey, come out and swim." And they said, "Oh, okay." And I've asked to do that and they won't let me because they're like, no, there's Makos in town.

And then I said – so I can't even get in there because they think it's then unfair that there's a Sunkist swimmer.... And then Sunkist swimmers and coaches coming in. But I think you're – I don't disagree with that philosophy at all. In my situation, it's a little different. And it's not like I'm sending 30 home, and I would never say that I'm doing it the right way ever.

[Audience Member]: I'm just going to say that swimming is a no cut sport at my school but the guy who swam 37, and I do keep track of times, he was pretty small sophomore year. And by his senior year he was like 6'3", and he got to 21 potential.

[David Orr]: Right.

[Audience Member]: You can't always tell just by that first time in the pool.

[David Orr]: Right.

[Audience Member]: I try to keep a couple more on

[David Orr]: Do you have junior varsity?

[Audience Member]: Everybody is varsity. Everybody swims....

[David Orr]: So there's not two levels, like in Iowa there is a junior varsity?

[Audience Member]: No, but they don't get to go – I mean, I have an assistant coach because I have 40, but they're all swimming varsity when they swim. Everybody is varsity. I don't have a JV except for one JV meet the whole season, out of ten meets.

[David Orr]: Right, same with us. And I thought maybe that that would be an idea that we should have a JV for seventh and eighth grade just to get maybe.

[Audience Member]: They can't swim seventh and eighth grade.

[David Orr]: They can't there. Well, MAIS, I forgot to mention, it is first grade through 12th. So when those numbers of – when you include that, you're talking, there's an elementary competition, there's the high school, they put the points together and they call it the overall champion. So their numbers are up, but you're talking first graders, second graders. There are some really young ones in there. My friends that coach teams. And they have a more open policy and they get more of the class one teams get to do that, so they're smaller schools. And they actually do have slower time standards for their north and south. And, it's been easier I think for them to have bigger teams. My daughter's team is probably, what, 46 swimmers. I mean... it's pretty big. But it doesn't really, even when you break it down. I mean all the teams are different, but it's averaging... it splits down the middle in terms of like boys and girls. But Tupelo wins the boys all the time. And they have a pretty big – so they average 36. He averages more boys than girls. He usually has 33 in the team. I mean, 36 is way bigger. We were fourth in the state with five guys. We won with five guys at south. Our joke was five guys, burgers and fries. Five guys flip turns and flies. We were just five fast guys. They were all year-rounders. It hurt me though because I couldn't do the three relays. So it was not... the number isn't good. So I'm desperate for guys.

I have great girls. And you know, being a part of it is in my job. I don't get paid a whole lot to do the whole high school thing. Neither –we're all doing it just to make sure that they have high school swimming. And the association pretty much leaves us alone. It is just like club swimming, and we get together and we organize it. You have a few rural people that wander in, but by the time you are at state meet it's all the year-round swimmers, maybe a rare individual. Michael Ray is a rare individual but he did do some year-round swimming. He did do some. I wish it would be more inclusive earlier. And I think – if I'd love it, it was in PE. I think that's a great idea, if there was a pool there or something I think where people had to take swimming.

We have a big drowning issue in central – in the middle of Jackson and downtown, so just for drowning prevention alone would be fantastic, would be really good.

[Audience Member]: Do any of your clubs in the area have like swim school feeders or anything like that like Swim America or –

[David Orr]: We've got – Sunkist has got one. We call ours Sun Fish. There's a medley swim school that has their own school, and then they just let them go, and they – they'll go off to Sunkist or Makos. There isn't. Each club has their own little groups of course. I have one that I designed somewhat off of Rose Bowl with their Rose Bud program because my daughter was there when we were in L.A., so I kind of saw how they were doing the pods and thought, "Huh, we'll I'll start Sun Fish, it'll be similar." But it's similar to that. It's pretty competitive. And we're about to ramp it up too, so it's bigger and funneling more kids through.

But we kind of pick it up – but we're not really teaching how to swim, we're taking them from there. They've had a few lessons, and now we're sort of getting them sort of ready for competition, ready for that kind of swimming, starting with all your fundamentals.

[Audience Member]: I was just thinking I coach at a club level, maybe five kids or six kids, but switching it over to the SwimAmerica program, and just marketing that as such with the branding that it came with.

[David Orr]: Did it help?

[Audience Member]: We had a lot of...

David Orr: I'm not familiar with the royalties on it, but, I've noted – I know it exists; I just haven't really ever –

[Audience Member]: Yeah, our

[David Orr]: I just thought we'll create our own.

[Audience Member]: We have 60 kids coming in every weekend and we have stuck with it. It depends on your market that you work with...

[David Orr]: Yeah.

[Audience Member]: We had an email, 60 kids coming in every weekend. They stuck with it. And it depends on marketing and then just work with them.

[David Orr]: Well, we're going to ramp that up with the new pool. And I've got a wonderful assistant coach, Erica, who handles our Sun Fish program. Erica also has four kids herself that are little. So I've tried to be easy on her, like, "We need to really make this its own thing, and have 200 kids coming through all the time." But we don't have that. I mean, when I started the team there was 59 swimmers, and there a 172 now, probably the most that have

been in a meet, 105. So there's 60-something, they're little Sun Fishers. So I'm taking through in a course of a year probably 75 Sun Fish swimmers. And some of those go on. Yeah?

Male Speaker 9: I'm a club coach. One of the ways that we've added kids to our high school group we started a home school team most kids, they don't want to come in the evening. And we've had that practice –

[David Orr]: What time is that?

[Audience Member]: It's at 11 A.M.

[David Orr]: Oh.

[Audience Member]: It's 11 to 12:15. I've got no one in my pool. I'm lucky I have the flexibility to control my facility.

[David Orr]: Do the home schoolers get to participate in a high school meet or no?

[Audience Member]: They – yeah.

[David Orr]: Oh, they do.

[Audience Member]: Yeah, they are members in USA Swimming. It a niche time. There's a bunch of people out there...

[David Orr]: No, no, you're right.

[Audience Member]: They just have to have a PE credit, you know. I really didn't want to administrative work. So I said hey, I've got pool space. I can start another group.

[David Orr]: Right.

[Audience Member]: I've 35 kids in my homeschool group. I'm essentially starting a whole another team that runs from that, when I would normally be doing administrative work. I give the admin to a parent.

[David Orr]: Right.

[Audience Member]: I keep coaching.

[David Orr]: Well, we – we – the home schoolers are not allowed to participate in either MAIS or MSHAA, so there's no – I've tried to get them to be included. But then I have certainly a handful of home schoolers on Sunkist. So if they could be included, you know. But I just haven't – anyway for Sunkist I've always thought I got to get a home school group, we're – just the numbers are killing me. Get them to come in at a different time, same thing with post grads and now mixing with the college kids. And if you can start to – we do battle a little bit with our facility. We have control of the lanes, but we try to be nice about it, so we try to get their approval even though we don't need it. But that's a great idea. And if they would include them, even in the independent meet, because why not, how independent can you be. I mean, you're home schooling, that's pretty independent.

Let them show up at that one-day meet, and go for it, you know. I wish they would do that. Do most of you guys have your club coaches allowed to coach high school? They are. Would it work without it? I mean, if you took out the club coaches would it fall apart?

[Audience Member]: Not in Michigan.

[David Orr]: Not Michigan, now Michigan probably not.

[Audience Member]: Not in Pennsylvania.

[David Orr]: Not in Pennsylvania, I would agree. So Michigan let's you have – your club coaches can be involved, the head coach. Really?

[Audience Member]: I'm both.

[David Orr]: Yeah, in Illinois you can't do that right, in Illinois?

[Audience Member]: No, not in Illinois.

[David Orr]: Wow. See, well you have to do it with us. I wish there was grant programs. There's one thing that I wish they would do is – especially for an obese state, like Mississippi we keep hearing about, you know... if a school wants to build a pool there should be some kind of aid that the government can give them, some kind of program or some kind of grant depending on what you're going to do with that pool, that they can get some help with that. Yes.

[Audience Member]: There should be because we don't have a pool. And I – on this new team that I just started, because I just had another job for 25 years. So we move into this less populated area and we were told, we don't have a pool. So we have to fight for all these anonymous schools that hate to give up a lane. So I have a guy, who is one of my parents, we were talking about what would you have to do to build a pool. And he took it upon himself. He works for the township that's local to this depleted area that I am in. He has already drummed up through grants over \$9 million dollars –

[David Orr]: Uh-huh.

[Audience Member]: To build us a pool. What he can't get is money to find property, the land to put it on. But we're looking to build a pool.

[David Orr]: Right.

[Audience Member]: And it's got to be for the township.

[David Orr]: Right.

[Audience Member]: It can't be with a school. It can't be for the Y or a club; it's got to be for an area that needs recreation for the community. But there is money out there –

[David Orr]: I've had a couple of different grant writers, parents and I look for specifically educational opportunities and other – also maybe for – if you're trying to improve their health, if there's some kind of fitness, health and fitness, health and wellness deal. But we've – we have not been very successful. So we've been doing it corporate and municipal.

[Audience Member]: Well, I'm not sure where – I know he's applied for all that – he's already got those approved, he's waiting on another one for another \$3 million....

[David Orr]: One thing we do not have a problem is there's lots of places to put a pool. The land is all over the place. And for the Sunkist pool project I've had two different mayors offer land, a million-and-a-half worth of land in one area in Ridgeland in the other area same thing. They're willing to do that – and my pitch to them was it's like Greensboro, it's an economic development. It's going to attract. So it's – we can certainly go down the health and wellness, and drowning prevention, learn to swim, fighting obesity, that's fantastic. And we'll get involved with a – we're getting involved with a health partner – hospitals. But in our area they – they'll give you the land for it. And – and high schools will probably do the same thing. Well, if you're going to build a pool you could build it right here, but they can't get the money for the pool. And they certainly don't want to help get the money for the pool at the school.

[Audience Member]: It can't be for a school.

[David Orr]: Yeah, well for that, right.

[Audience Member]: It has to be for the community.

[David Orr]: Right, I don't know what –

[Audience Member]: They need somebody to operate it. So then what they're looking is to build a pool, and then have this YMCA run the pool, and maintain it, and hire whatever – and teach the swim lessons

[David Orr]: Right.

[Audience Member]: It would be for the community. You don't have to be a member of the schools. So you don't have to be a member of the Y when we go out to use the facility.

[David Orr]: Right. Well, good. That's why you've got some traction.

[Audience Member]: Do you think that you could get community buy-in, and we have a relatively small city of 20,000 in the inner city limits, and we were able to pass close to a \$20 million bond to build our pool –

[David Orr]: That's the route we're doing.

[Audience Member]: Okay.

[David Orr]: Yeah, and there's –

[Audience Member]: I was just trying to figure out what you are doing.

[David Orr]: Right. And we've got lobbyists, and the folks, the legislature that are championing the project. But you're exactly right. But we had to go – there was no way that we're going to get it on our own. I started with a \$4 million outdoor pool just to – I was trying to do what could we do on our own, and it's grown into a \$24 million indoor pool that's going to be fabulous. I am so going along for the ride. I keep saying, it started with this little pool that we felt we could really do, but now we're talking about a pool with no dead surface. All we got to do though is we've got to actually prove that we can, you know? "Okay, great David. We – here's your keys to the pool. Show us that you can sustain it. That that programming is in there." which is the next step, but we did feasibility studies and we hired a group out of Pennsylvania that came and did our study and stuff.

We've been to the Build a Pool workshop, if you haven't done that. Back in the day, and I don't know what happened, but a lot of the high schools built pools. They had pools under the gym floor. I wish that we'd had that where we are, but that's not the case. I think it would – totally help if we had pools at the high schools. But in a lot

of these – all the coaches are all these other sports in our area. And I think I'm out of time. But certainly feel free to ask me in kvetch with me later. Go out look at the ocean. I don't want you to walk out of here depressed. It's okay to be anemic in some places. We're trying. *[Laughter]* Anyway thanks for coming.
[Applause]



ACHIEVEMENTS ARE IMPORTANT.



Recognition is Just as Important!

Why?

USE THE ASCA AWARDS PROGRAMS FOR ATHLETES.

It Helps you Help your Swimmers with:

Achievement Awards

Positive Reinforcement IS #1 Learning Tool
"Catch them doing something right."

Tangible Rewards

Seen by teammates leading to
Positive Peer Pressure & Motivation for the Team

Setting Goals

Ties right into the Age Group Motivational Times List.
6 standards to Achieve in every event
for Every Age Group.
Swimmers need to know their times
and the next level to achieve.

More Bang for Your Buck

These awards are Inexpensive! Each Patch and
Chevron is Highly Durable and will last for Years.

Convenience

Display them on your Backpack
with an ASCA carabiner
Wear them on Sweatsuits or Parkas
(Sewn or Iron On)

Timeliness

Give them out: ON THE SPOT
At the POST MEET TEAM MEETING
At the END OF THE SEASON TEAM MEETING

ORDER NOW!

Phone: 1 (800) 356-2722 SwimmingCoach.org/shop

Stroke/Time Chevrons - \$1

Best Time Chevron - \$1

ASCA Age Group Emblem - \$4

ASCA Member Emblem - \$4

ASCA Award Carabiner - \$4

Team Record Holder Patch - \$2

ASCA Team Record Holder Pin - \$2

ASCA Team Record Holder Certificate - \$2



American Swimming Coaches Association

5101 NW 21st Ave, Suite 530, Ft. Lauderdale, FL 33309

1 (800) 356-2722 • (954) 563-4930 • Fax: (954) 563-9813



Understanding the Eight Kinds of Team Cultures

– by Jeff Janssen

While every culture is unique and different, we can generally categorize a program's culture into eight various kinds.

These eight cultures are largely defined by how much the leaders and team members of the culture value productivity in terms of achieving results and how much they value people and relationships. As you read through the descriptions of each of the eight cultures, think about which one best describes your current culture.

1 Corrosive culture

A corrosive culture is highly toxic and is characterized by a lot of conflict, negativity, frustration, cliques, gossiping, distrust and selfishness. It is obviously not one that is fun to be around and the turmoil and tension off the field or court almost surely affects the team during competition.

From a relationship standpoint, the team is riddled with cliques that divide, distract and destroy the team. Rather than battling your opponents, your athletes spend more time battling each other and the coaching staff because there is little trust. No one is on the same page working toward the same goal.

From a results standpoint, people become apathetic or even resistant toward the team's stated goals because they lose respect for their coaches or teammates. In corrosive cultures, there is a lot of selfishness. In such a negative and dysfunctional environment, team members basically are forced to look out for themselves because they don't trust their teammates and coaches.

As the name suggests, corrosive cultures eat away at people's attitudes, commitment and chemistry much like a caustic acid. Ultimately, people just seek to endure and survive in this dysfunctional culture — or escape it whenever possible.

2 Country club culture

The country club culture is one of entitlement, appearances and leisure. The priority in this culture is clearly to look good and to have a good time rather than win championships. It is a superficial and soft culture where little accountability is expected from its members, so people are allowed to coast. Playing time and leadership positions are often not based on merit but instead on politics, popularity and payoffs.

The currency in a country club culture is much more about style than substance. Status in a country club culture is accrued primarily by the kind of gear people wear. Results are clearly secondary and relationships are superficial at best.

3 Congenial culture

A congenial culture is one where the focus is primarily on getting along and preserving harmonious relationships. The group becomes more of a support group and social club rather than a high-performance team focused on achieving winning results. It's almost as if the team wants everyone to play, everyone to start and everyone to travel so that someone's feelings aren't hurt.

While most people get along, a congenial culture's major concern is that it can be too nice and not focused enough on results. Members are very kind to each other, but they are typically not honest and

candid because they worry the truth might hurt feelings or strain relationships. A congenial culture fits well for a fraternity or sorority, but not as well for a competitive sports team that wants to win.

4 Comfortable culture

A comfortable culture is one where results and relationships are of moderate importance. The team sets reasonable standards and is interested in doing well, but not if it pushes it out of its comfort zone. Players will train to a certain level, but once it gets tough or uncomfortable they tend to back off and not push through the natural hard work and fatigue of training.

Similarly with relationships, the team generally gets along, but there are few deep, enduring relationships and there is not a collective sense of mission between the teammates. Comfortable cultures usually produce mediocre results, and teammates and coaches who end up being acquaintances rather than close friends and mentors when it's all said and done.

5 Competitive culture

In competitive cultures, there is a strong focus on results and moderate to minimal focus on relationships. The competitiveness is demonstrated both externally with opponents and internally with teammates. Team members spend a lot of time competing with each other for limited playing time, coaches' attention and leadership roles.

While competition is necessary and can spur on great achievement, if taken overboard, the competitiveness can also inhibit or destroy relationships within the team itself. You do want a highly competitive team, but you also want them to bond, collaborate and positively push each other.

6 Cut-throat culture

In a cut-throat culture, results reign supreme. Talent and performance are the sole criteria of success in this merciless and unforgiving culture, whereas character and people skills are often neglected. Winning is all that matters. If you can get the job done, we'll overlook your selfishness, extreme character flaws, off field antics, and acerbic attitude. The ends justify the means. If you can't produce due to ineptitude or injury, you are quickly cast aside or totally cut off from the program.

Relationships are not really valued because they are seen as irrelevant and sometimes even a hindrance to achieving results. Because of the business nature of professional sports where millions of dollars are at stake, some professional teams and even some big-time college programs are prone to developing a cut-throat culture.

7 Constructive culture

A constructive culture has a solid focus on results and a satisfying focus on relationships. Team members are committed to being successful and usually willing to put in the hard work necessary to achieve at the higher levels.

From a relationship standpoint, teammates strive to get along and develop a solid bond with each other. Although the constructive culture is positive, productive and often successful on and off the playing fields, it falls short of the highly intense levels of commitment, chemistry and accountability you see in a championship culture.

8 Championship culture

A championship culture places a premium on results and relationships. From a results standpoint, championship cultures have a strong sense of mission and purpose. They know exactly what they want

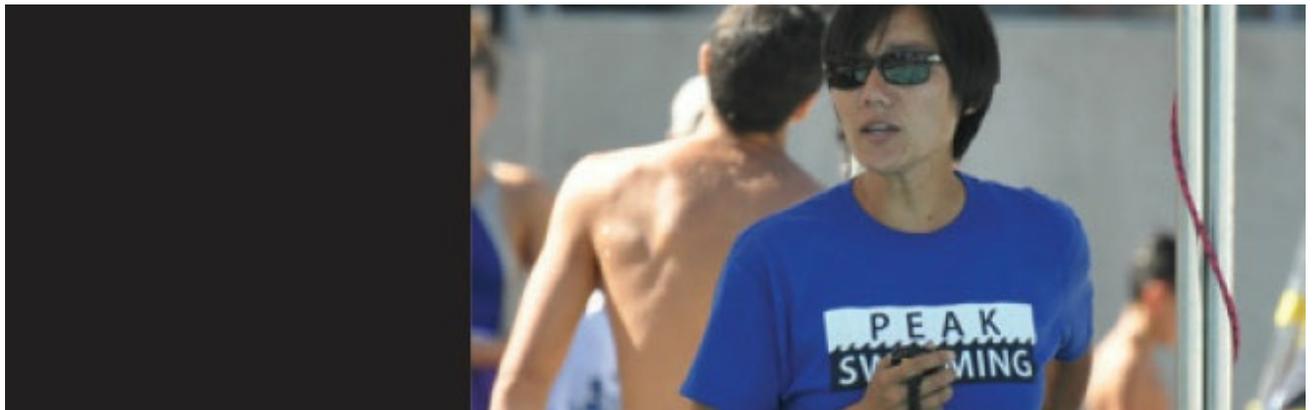
to achieve and have a burning desire to achieve it. They are fully designed and aligned to achieve their goals and are focused on success like a laser beam. They have very high standards for the team members and provide them with candid and frequent feedback on how they are doing. They are galvanized for greatness.

In addition to results, championship cultures highly value relationships. Team members treat each other with respect and value the contributions people make to the team, whether large or small. Teammates take pride in their roles because they realize their value to the team and feel appreciated for playing them. Leaders are intentional about building strong relationships within the team to help people feel respected and perform to their potential.

Because they feel appreciated and cared for, team members selflessly subvert their individual goals if they know it will benefit the entire team. They take pride in being a part of something that is so much bigger than themselves. They also tend to enjoy each other's company and forge a strong bond that often lasts a lifetime.

After learning about the eight types of team cultures, consider which one best describes the current status of your team and what you can do to improve it.

Excerpted from Jeff Janssen's new book, How to Build and Sustain a Championship Culture.



A Different Perspective

– by Coach Abi Liu, PEAK Swimming at the 2013 ASCA World Clinic

Growing up in mainland China, Abi Liu was taught by a legendary coach who emphasized the importance of science behind Swimming. He taught her to appreciate the sport and gave her a solid foundation in and respect for stroke technique at a very early stage. These core values carried Abi through her competitive years, earning her a coveted spot on the Chinese National Team from 1989-1997. When she joined the team at the age of 13, she was the youngest national teamer at the time. Abi went on to become a two-time national champion in the 200 backstroke, national record holder, a winner of the FINA World Cup in 1993, and a silver medalist at the 1994 Asia Games. When she moved to the US in 1997, Abi was amazed by the vast differences in the swim cultures between the two countries. She was interested in the sport's widespread popularity within the US, the high level of parent involvement and support, and the high hopes and wide-eyed dreams that swimmers of all ages had about swimming and its equivalent of the Holy Grail: the Olympics. Abi's passion for swimming and

sports science continued long after she hung up her suit and goggles for the last time. With a renewed interest and perspective living in the States, she combined her knowledge of swimming with her studies in kinesiology and put into practice her own training philosophy: to reach one's ultimate potential with an early and crucial establishment of proper stroke technique. Abi's focus on the small and often overlooked details has earned her swimmers National Age Group Records and All-Time top 10 times, and, among numerous recognitions, a Pacific Swimming Age Group Coach of the Year award. But more importantly, Abi is most proud and honored to have nurtured swimmers of all ages to develop long-term goals and a lifelong passion for the sport of Swimming.

First of all thank you so much for having me here and thank you for coming. I know it has been a long day and for us swim coaches who are so used to standing on the pool deck and walking around. And having you guys sitting here and listen to me is such an honor. By the end of the day, I will try my best to make it fun and engaged; and let me know, we can talk afterwards. I would also like to take this opportunity to thank ASCA to give me this chance to share some of my stories from childhood and some of my experience since I have been working and coaching in the United States. Hopefully you guys will enjoy the talk. The topic is A Different Perspective from a Different View, obviously, as Jennifer introduced.

I grew up in China; grew up and raised in China, I would like to talk a little bit about that. I came to the United States in 1997, swam and all that. But I got to the National Team when I was 14, right after I turned 14. Left home, said goodbye to my parents, cried a lot; but learned my way and made great friends along the way—and they are really my life-long friends as well. I came to the States in 1997; was recruited by University of Nevada, Reno. I swam for them for a couple of years and realized, you know what, I am done with all the swimming by myself and I would like to move on to the next stage of my life.

So I got a job with De Anza Cupertino Aquatics, and a lot of credit to them. Learned a lot about the Swimming system in the States, a lot about Age Group swimming, and made great friends as well. After that, after 7.5 years with DACA, moved over to Palo Alto Stanford mainly with Scott Shea at the SCRA site as an Age Group director. And not only did I continue to learn and improve on the wet-side of Swimming, but also learn a lot on the dry-side of Swimming—computer stuff. It really helped me move on to my next stage, which is in 2010 PEAK Swimming was formed.

We are about 3.5 years-old now. We are on currently Bronze; last year was Silver Medal Club. We started off with 26 swimmers. I walked on the pool deck on April 10, 2010; did not know what to expect: how many athletes are we going to have. Started with 26, which was great, and we are now about 165. We are still growing. (I told you it is a rock concert: feel free to get up and jump around and make sound. This is interesting.) In addition to PEAK Swimming, I also am a part-owner of two swim schools. One is called Saratoga Star Aquatics and one is called Milpitas Star Aquatics. We built our two indoor pools. We currently have about between 4,000 to 4,500 students, weekly, going through the area. Anyway, some things that I would like to share... my next talk tomorrow is more of a technical talk and we will share a little bit more about the things we do specifically in the pool and in training and all of that. I wanted to just go back to, today's focus is to, try to share with you what the experience was when I grew up. And what things that I think that really worked for me in this good-old Chinese system, and things that I felt the differences in comparison to the U.S. system.

This is one thing I think was great, listening to Coach David Marsh saying the middle school... in the U.S. the middle schoolers start taking swimming as a P.E. class. In China this was mandatory an all elementary schools, Swimming was part of P.E.; so the P.E. teachers will take the students to the local swim school, local swim school pool, to take the swim lessons from the teachers and coaches there. And this was mandatory; it started from first grade. I think if we can do all this in the U.S., we can really reduce the drowning rate.

I started swimming when I was 8, in first grade; just going to the swim pool twice-a-week with my P.E. teachers and with my class. And just the sports school coaches would teach and coach us, but there were also other coaches spying on the walls, just trying to see who is... trying to detect early talent. My

coach, my very first coach, was Coach Chen. Very first generation of Chinese Swimming, and he grew-up swimming in a river. Never really had any high-level competitive experiences; however, really he was one of those great thinkers and creators, who created ways to think outside the box. And mind you, during that time, during the early 1980s, the resources, the information, was very limited in China and not a lot of people knew anything about... so this was all just creating on your own, doing your own thing.

This [picture] is Coach Chen in the middle and that is me. I believe we just finished... I was 13/12.5-ish and we had just finished the trial for the Junior National qualifying meet. And that is the grey wall in the back; very young. A lot of us talk about the pool conditions in the U.S., and I think that it is a global problem. I would like to share a little bit about the details of the pools I grew up in, the one pool. It was 4-lane, 25-meter pool, indoor. And to this date, I do not remember, I cannot recall, whatever crazy sets I did or, you know, the times I did; but I remember the color of the wall. And it was green, and moldy. I also remember the texture of the wall: it was slimy. It is just... you know, we do stretches before we get in, after we get out; you know, you touch the wall and it was just slimy. And this is the texture I remember after 20-some years; not the times, not the sets, but that.

Color of the water: give a guess, what color? Varies. Sometimes blue, sometimes brown, green, kind of, you never know. You get out, you do this; it is all green here. You do this, from your face a green moustache comes off. You know, I think at that time we did not know any better; we were just happy and fortunate to have a pool to swim in. Whatever the condition was, we would just do it.

The powder: I do not know if any of you guys have any experience with that. My coach would be on-deck, we would be swimming whatever sets we were going. He looks at the water, he goes, umm, the water looks, the color looks a little off today. So he takes out the bucket of the powdered chlorine—it becomes a powder, right? He gets a scoop; here it goes, just spray all over. Meanwhile I am swimming, we are all swimming in the water; powder is going all over, until the color looks right. So, there is no... you know, your pH, your chlorine measure, every two/three hours; nobody is regulating that. Health department is not going to come to bust you because, you know, you are throwing powder at your swimmers. But that is how it was.

We shared the space; and we talked about 4-lane, 25-meter pool. We shared... how many of you guys know there used to be a sport, a competitive sport: monofin sport? Yeah? Big giant monofins, either with snorkel or the oxygen tank. We shared space with that team. And you can only imagine how many cuts we would get on our legs and arms; they were just going. My brother was actually on that team, and I would go home and I just, like, yell at him all the time: you cut me again today. Every time they flip-turned, it echoed so loud; it is an indoor pool. But thank goodness, they cut that sport out.

You cannot really tell, but it is an old photo. But just to kind of give you an idea about the moldy walls in the back. I do not think any of you guys would really want to feel the texture. Really dark, kind of rundown, really small pool-space; that is where we did it, that is where we grew up.

Moving to the next, I would like to talk a little bit about what beliefs were shared with me by my coach, and how he... what kind of differences of things that he viewed as Asians versus Westerners. He believed that Asians are smaller—do not look at me, I am Asian, but I am not small; I am one of those abnormal ones, but... skeletal-wise. The Asians are typically smaller, so the Chinese believe that in order to have the Asians compete with the Westerners who are all muscular, big and powerful, we need to win by technique, we need to win by paying attention to details, we need to win by decreasing the drag force and be super, super efficient in the water. And that was taught to be me very, very early; just... in order to compete with somebody with much bigger biceps than me. So, technique versus size, very detailed at a very early stage.

One of the biggest differences I notice is the national training camp in China versus the home stay in the U.S. In China, once we get selected to any semi-professional team or professional team, you leave home; including the coaches. How many coaches here are willing to leave your families and go to the Colorado Springs for 350 days-a-year? One, two? Good; that is good. But all the Chinese coaches

would do that. And I remember my coach in the National Team, he had a newborn and he did not go; he had to stay with us in Beijing and his wife was having a baby back in hometown. That is just a different style, I guess.

The early scientific training I talked... (yes?) The early scientific training. My coach grew-up in the water, was just running rivers. But he was a really great thinker, and sometimes I would like to share. How many of you guys actually do x-ray to predict the biological age and growth and development for you athletes here? And this was for second graders; I was 9 years old. Every single year, annually, in the beginning of season we would go to a clinic, get out bone x-ray taken for our hands to predict how tall we were going to be and to monitor our actual biological in comparison to our chronological age. I was predicted I was going to be 173 cm tall and I am 173.5 final; not taller. So I thought I was pretty clear; at age 9 I knew how tall I was going to be.

The mirrors. We have the mirrors here, put on the bottom of the pool. And FINIS, right, makes great mirrors and you guys swim... your swimmers swim and all put on bungee cords, they can watch themselves. How many of you guys wish that your swimmers swam backstroke and can see themselves? I do. And this was such a genius idea: he hung three or four mirrors—not just in between the flags. And every time I swam backstroke, I would look at myself every single stroke. That is probably why I turned out to be a... I was a backstroker myself.

But I would love to have any of you guys here help me to develop the idea; especially for West Coast teams, it is such a hard thing to do: how are you going to hang them somewhere where there is no building, no roof? Something, I mean, I would love any suggestions, ideas; we can make this work. But just a simple idea: if you guys in the East Coast, you have an indoor pool, just put three or four big mirrors, just hang them. It does not have to be every lane, but just one lane. Your backstrokers, one, the can immediately see themselves: whether they are over-reaching or not, whether their legs are dying, if they move their heads and they are not going to see themselves. It is just such a great idea that he came up with.

Emphasis on flexibility. Most of the Asian swimmers are much, much more flexible. And to this day, I can still try to scare my kids and I am like: you know you guys, I am 300 years old and I can do this, I am much more flexible than you. Before and after: before we get in, we stretch; and afterwards we stretch. How many of you guys have seen Michael Phelps' underwater dolphin kicks? His ankle flexibility is just so impressive and I think that is, you know, a great contributor to his success: his flexibility. And I think a lot of us here kind of overlook that or maybe we think we do not have enough time to do the stretches before and after. I would really strongly encourage to implement that in your daily practices.

The swim meet schedule where I grew-up is very, very weird, very different, compared to what you guys here, what we—I should we now, I am one of you guys, I am use to it. We would have swim meets twice a year, that is it. And that is why a lot of Chinese athletes in early years; and I would say between 2000 Olympics and 2004, many Chinese swimmers who went to the Olympics, it was their first international meet. They had no international racing experiences; even national, just a very few meets. So not enough competition, not enough racing experiences. So just to try to fix that, my coach would have us do time trials, a team-wide time trial every two months, just trying to monitor our progress. Weight training. Although now I know better, I would never have a 10-year-old doing dumbbell and doing bench press and all that. But this was... I was lucky, I mean, for some reason I was never injured; but this was when I started: 10 years-old. We would be do bench press with dumbbells, overhead lifts; all kinds of crazy things. The ladder: we would have a ladder, a simple wooden ladder. We would do leg lifts all the way up, and row-ups and pull-ups as well; as a 10-year-old. I think a pull-up is okay, I think.

And the bamboo stick. It was such a Chinese stuff; you know, it is not a leather whip, but it is a bamboo stick. The parents are not allowed to watch. When we were swimming, the parents were not allowed to watch practices. And when they would come to pick us up, they would see Coach Chen with a bamboo stick walking up and down the pool deck. So they were curious; they would say, "Coach Chen, what do

you use the bamboo stick for?" Well, they can't hear me; they're in the water, they can't hear me. I just use a bamboo stick to tap them. Well, tapping becomes a little harder, hitting, and whipping. You know, I cannot recall how many bamboo sticks he broke over the years, really not from tapping obviously.

A little bit of the overall development stage in steps, if you can make it all the way—it is so scary. Swim class is part of P.E., we talked about it; it is just generalized and make sure everybody is water safe.

And then once the sports school coaches select you... each city, each year, during my time, they would select 8 girls and 8 boys of entire city and invite them to go to the sports school. Which is the next step: local sports school. They have 1st grade all the way to high school, 8th grade; where the kids only go to half-a-day school and then half-a-day training. But the curriculum is much more concentrated; it is not, you know, learning less or more, but it is just a lot more concentrated. So they will spend half a day, just in the morning, they go to school, four periods; and in afternoon, it is all training.

During that time I learned a lot, for myself, the time management skills. I would do my homework in-between classes, because I know I have practice in the afternoon. After practice I got dinner, and I would be wiped out. And the next day in the morning, I have to bike with my swim gear bag and my school backpack. Five o'clock in the morning, bike-out to morning practice; and I was 9 years-old, all by myself. And so, anyway, at a really early stage, I learned time-management skills.

The provincial sports school, this is when the kids leave their families. They could be aged between 12, 13, 14, they leave their families. In olden days, mostly are the kids from the countryside. Because once you get to that level, the government actually raises the kids: they board the kids, they feed them and they educate them. So a lot of families from the countryside, they prefer to have their kids to have that skill and go to the provincial sports school, and to really take-off some pressure off the family. Provincial team is a professional team, at that time. And also ages can be between 13 to all the way to 20. And during that time period school becomes less important, and it almost becomes optional: nobody is going to come and yell at you if you did not go to the evening school. Kids leave their families, coaches leave their families.

And then the final stage is National Team, which they train in Beijing. Same schedule; however, they get to go home 15 days a year. For the rest of the time, you will be staying in a camp.

For me, I did not go through the middle two steps: the provincial sports school and the provincial team. I was at the local sports school. I was not good at all when I just started; of the eight girls I was probably sixth, seventh and eighth. And when my friends and teammates started getting invited to go to the provincial sports school, provincial team, I felt totally left out and felt badly. But when I was 12, I got invited to go to the provincial team, but my parents said no. My parents said: you need to finish at least middle school back in the sports school where school is a little bit more serious than the provincial team. Then, I was not happy with that, obviously; I wanted to be with my friends. And my coach said: Okay, let's just train, you and me, and let's see how far we can take. And I will make sure that the quality of your training is still high, and let's see where does that take us.

So, let's go back a little bit. In 1989, before I turned 14, I actually won the Junior Nationals. As the only local sports school swimmer who went to the Junior Nationals, and I actually won it. So later that year, the National Team invited me to go to Beijing. And I told my parents, like, "Now what? This is it, this is the highest a swimmer can ever dream." And so my parents said okay, you can go. And that was the very first time I left home for a long time. And my hometown at the time did not have train tracks, did not have an airport; all we had was bus.

So I was on the Greyhound bus for 12 hours to get to the capital city of my providence, first; then took a flight out to Beijing. But I remember after I got on the bus, I cried from city to city to city to city; I was only 13. And I think after an hour-and-a-half, my dad finally said, "I think that's enough, you can stop now." So, I stopped, and, you know, it is hard. I am 37; I have lived away from home for the last 24 years. And, you know, still, it is a family, and you are still attached to them. I remember, the first couple of years when I... after the family visit each year, 15-day visit, I would cry and cry and cry. And later on, I was able to hold back my tears and get on the flight and then start crying. I was just, you know, just young.

You saw the facility earlier of that black pool. The pool gets better, obviously, as each level goes up. And this is the National Team pool, and there is a flag there. And always told: you are swimming for your country, and you are not yourself, you are not doing your own thing; you are doing everything for your country. And it is a lot of money invested from the government. And you guys remember in 2011, the World Championships was in Shanghai. They invested \$2 billion to build that pool, for that event only in Shanghai. Right after that meet, the pool was torn down, and that place became be a concert venue—the pool is gone. So the government invests a lot, the government has a lot of involvement in the sport; in fact, it is a government-run sports association.

And it has a pride. As I said, we were always told to swim for our country and swim for our city. And this is one of the photos from after I won the Junior Nationals. I came back to the school, and they had a huge thing for me.

Let me talk a little bit about the national training camp in Beijing. All sports live together, so not just the swimmers, but all the other athletes, we live in the same courtyard in the building. Everybody leaves their family, so we are all sisters and brothers. The guard is in the front; it was really hard to sneak out. Our rooms would always be at the end of the hallway, and the coaches' rooms are always in the beginning of the hallway. So I remember, you know, shoes in hands and tippy toes sneaking-out on Friday night, and climb over the fence and try to get over the guards and come back. So nowadays I tell my kids, you know what, I have done all that; so do not try to get around from me.

The elevator experience. Because all the sports live in the same complex and all sports have their own unique shape and size. So I was in an elevator one day, and behind me a giant basketball player, 9 feet tall basketball player, shadow way over me; and right here, a big weightlifter took up all the space; and right here a little gymnast with crutches and, you know, a neck brace on. And I am here in the middle, I am looking around like: yeah go swimmers; we are the normal ones. It just came as a realization.

Swimming schedule. We talk about twice a year, maybe three times, if you have one or two international meets. And of the six days, I would swim two events, maybe three: 400 IM as a warm-up the first day, third day 100 back, last day 200 back—that was it. So, when I first came to the U.S. and swam for college, I am like, “What? You’re telling me to get up again, four events in two hours?” Could not take it.

Once-a-year home visit. We did not... I think to a lot of people, this is unthinkable. And to me, this is everything that I wanted. I wanted to be in Beijing, I wanted to train with the National Team; I did not care if it takes 350 days or 367 days to train there. And so it was not a difficult thing. Yeah, of course, leaving home was difficult, but I did not realize how difficult that was. But really I made life-long friends, and my friends back home—some here, some everywhere in the world—we went through blood and sweat together. I think the bond was so tight and so... it is just like all your kids, your swim team kids: their friendship, their bond, will last forever. And it is so important to have that with each other.

So any questions about the whole system and about my background so far? My experience. Yes?

[audience member]: When you said it was a profession team, at that level and at that age, were you paid?

[Liu]: Yes. I was and I turned it down. But most of the kids—because I did not go through the middle two levels—most of the kids who went through all that, they would be on the payroll at the age of 14. That is why the families from the countryside send their kids off. Not only, you know, they do not have to spend on the food and stuff for their kids, but the kids send money back home.

The culture shock. I came here in 1997. First city I landed in was Carson City, Nevada. My first impression of American swimmers was a 7-year-old, his name was Sean, came up to me and said, “I’m going to the Olympics one day and I’m going to win it.” And I was like, woah, I can’t believe you just said that, really? We would never; even in the National Team. We used to joke about it: if someone stood on top of roof and threw down a rock and killed ten people, of the ten, nine would a national champion and another one is world champion. So even with all that, nobody really talked about what they wanted, what their dreams were; nobody. Because it is a losing-face thing if things do not happen; it is more of a

face thing. So for a 7-year-old, barely swimming, telling me that he is going to win in Olympics was total eye-opening for me. But I also think this is something that we encourage kids to dream big, to have that kind of motivation and drive, to get them through and really develop that passion for the sport.

I love the friendship and the communication between the coaches and athletes in the U.S. It is open, it is casual, it is close, and it is personal as well as professional. My relationship with my coaches back in Beijing and Wenzhou—Wenzhou is my hometown in China—is always: you are the coach, I will never argue back. There is always only one-way communication, never two. So, I love how the kids feel so free to tell you what they are thinking about. And to me it was really important because I did not grow up here; I did not go to high school here; and I did not know what these kids, what their daily life is and really about the culture. So it is really important to me to have that two-way communication channel. This, I am not sure: the freedom to choose club and coaches. It is not... I am not saying pros or cons, but I think when you work with an athlete, a coach will have a long-term development, long term-plan. In a typical way you have a quad-year plan, every four years according to the Olympics. And as Coach Marsh said earlier, we are looking as a career goal, not as a seasonal goal or a meet-to-meet goal. So for some swimmers having... giving them that freedom, oh I didn't do well in this swim meet, I am going to go to the club down the street, it really does not teach them any problem-solving skills or working with others. And also really to have the culture of the four-year plan, it is really meaningless then, right? But at the same time, if one program does not fit a certain type of athlete, this athlete also has a choice and a variety of things to look for; and to be able to talk to both coaches and make that switch and find a best fit for themselves. And I think this is also good, so I am not taking either side. But this was something very different for me, when I came and found out that. As the track/steps you saw earlier, this was one track. Government tells you: this is the where you are going to be, when you are going there; there was no choice.

Learn and listen from them. And, again, this is going back to the two-way communication. [This] Helped me a lot; not only understand what their daily life is about and understand the culture, understand the pop culture. But also to me, it is almost learning the language as well. When I got on the airplane flying from Shanghai to San Francisco in 1997, I did not know a word of English; I was pretty proud of myself when I said to the flight attendant this bag is too big and she understood, I was really happy. But talking to the kids, they really... they keep you honest, and they correct you when you say something wrong. And it was really a learning experience for me.

You guys heard my story about half-day schooling, half-day training. But I think you guys would agree, all the American swimmers here, their daily schedule is much, much busier than the schedule I had. They get-up, morning practice, they go to school, they come back in the afternoon, swim some more, go back, dinner, homework, start all over again. Go to bed who knows when, 12:00, 1:00? And on top of that, they have to do SATs, ACTs. All the pressure they are able to handle, and the dedication, has really showed a lot. So I have a lot of respect for my swimmers; I think it is such a great life lesson that they are learning.

I love the change of the friendship now. When my kids, my post-grad kids, come back from college, they look at you so much different. They are no longer that bratty, little kid anymore; they come back, they are so much more appreciative. They are happy to see you. They really find their dedication and passion for the sport. They wanted to do this; the internal motivation level is so much higher than even, you know, their senior year or junior year in high school. I love that. They come back; they become almost a family and friends, rather than just the coach and athlete. (This is a little dark here.) But all these kids, I started coaching them when they were 8 or 9 years old, and they were much shorter than me. and here they are, all towering over me.

To summarize, from my own experience and what I have gone through, when the East meets West, I think what we can learn from both systems and both different beliefs. Through our different beliefs, we can combine the attention to detail—again, I am saying this again, which I will share a little bit more in my talk tomorrow, about the drills and details that we work on in our daily practices—is when you see something, you say something. And so many coaches know a lot, but they just... in day-to-day

practices, they just assume the swimmers will remember what they said three days ago. No, they do not. And no matter how old they are, how good they are, there is always something to work on. So my personal goal is when the kid goes back home, when the parents ask them What did Coach Abi say to you today?, and the kid has one thing to say, at least the one thing. Not an in-general to-a-group; not say, hey everybody do your streamline tight—no. I will say, “Hey Johnny, you need to stack your hands up, you need to really close up your elbows.” Then it is a personal attention each child receives. And we need to show what we know, and give and pass on what we know. So, I have that from the early education from my coach that really changed... that really has a lot of effect on my coaching style. I never sit down; I am always moving. Whenever my swimmer is in the water racing, I stand up, I do not sit. I think that is the least respect we pay to our swimmers.

To the passion of Swimming, as we said, how dedicated the swimmers are and student-athletes in the US are, if we can combine all that, I think we will have a really strong team and team of swimmers. The controlled environment I grew-up in—where you are not allowed to go out, where you cannot go do anything but you are locked in a courtyard—versus we have absolutely no control of our swimmers once they walk off the pool deck. Now, in an ideal world, we want the kids to finish a practice, go home, finish their homework, go to bed.

But Friday night, school dance; Saturday/over the weekend, parents decide to take ski trip, go up to Lake Tahoe; Monday shows up, all cast up. You have absolutely no control over that. But you cannot say, hey you can't do that. That is just not life. Life happens and these guys need to a balanced life. But if we as coaches and as educators, we can educate them how important it is to take care of yourself, such as nutrition and sleeping schedule, time management skills. To have that and not only do well in Swimming, but also have a balanced life outside of that, have fun. I think it is really important skill for them to have, that we can teach them how to manage themselves better. And not only they be fast and smart, but they be healthy as well—all bones attached.

And also, I see a huge increase of Asian population in Swimming community. Yeah, everybody? No matter which part of the country; I think, especially, where we are I think, 75-80% in school, about, are Asians. But for us to understand the culture; now, yes, we can say, well, we work with the kids. But you also have... a big part of your job is communicate with the parents: work and connect with the parents. So for us to understand a little bit more about their culture, their background, will make things a lot easier. At the end of the day, they are the ones giving you the credit cards and paying the dues.

This pretty much concludes my talk here. Feel free, if you have any questions and you can... yep?

[audience member]: When you went into that half day, were you forced into Swimming or did you have a bunch of options that you could choose from?

[Liu]: Swim only.

[audience]: So how did you grow to like it as much as you did?

[Liu]: Great question; I have a little story to share. During P.E. class, Swimming was a requirement. So then the sports school coaches, after they kind of have a general idea of which eight they are going to select, they will come to your school and measure a few things. One, they measure your standing jump; how far you jump. Two, they measure your wingspan, and then height. Obviously, you know, the difference is bigger is better. And then they ask what your parents heights are, and to predict how high you are going to be. From there, and this is one sport, they come. You do not get an option; this is the one sport you are going to do. You are going to the sport school swim team; there you are just doing one sport.

My parents did not want me to go as a first grader because they did not want me to give up half a day of school. But I loved it so much, I wanted to go. I cried, I cried and cried again—I was such a crier, I cried a lot, for days. I would go to school all happy and peppy; I would come home, walk in the door and start crying. And so I wanted to go the sports school. And finally they gave in, and they said, “Okay, let's make a deal. We will still keep a spot at your regular school, but you need to promise you're going to do well academically in the sports school. If not, after first semester, you're moving right back.”

So I worked my butt off, and I actually did really well. Finally after one year, they said okay, we can let

go of this seat, because the elementary school that I was in was a really, really good school. So finally after one year they said okay, we can let go of that now. So I was in the local sports school all the way till finishing, almost finishing, middle school; 13 turning to 14 before I went to Beijing. So I never actually spent one day in my life in high school—I am a middle school dropout. [laughter] But I ended-up, went back, to San José State and got my degree in Kinesiology, because it is something I love. I love the stuff I learned, and I can apply every single day. And I am really, really happy I made the decision. Any other questions? Yes?

[audience member]: When you went to the sports school that you were talking about, did they hit you with sticks there?

[Liu]: That is where the stick starts. And it is still normal, it is still there. And you guys probably have seen all the video clips during the Olympics how the gymnasts, how they train; and it is real, it is real. It is still there. Kickboards, sticks, bamboo sticks. Yes?

[audience member]: When you won Junior Nationals with your local club, what was the transition like when you went to the National Team? How was the training different and how hard was that transition for you?

[Liu]: Umm, went from... my coach was really so close to me, Coach Chen—you saw the picture. My dad to this day still remembers this one incident. Parents at that time, they do not travel, they do not come to swim meets; my parents were just there. One time, just during that Junior Nationals, my dad happened to be on a business trip nearby. And we were sitting there waiting for the 200 Backstroke finals. If you guys know, in olden days, 200 Backstroke finals was always after men's 1500 meters, on the last day, sixth day.

So I am sitting there waiting at the indoor pool. My coach says, "You know what, you're sitting here doesn't help you. There is no fresh air, you get nervous. Let's go sit outside." So, we all walked outside and my dad was there. I am about to sit down on the step. My coach said "Wait." Took off his jacket, put it on the ground and said, "Sit on my jacket." To this day, my dad still remembers. He is my dad, he did not even think about it; my coach thought about it. So along with the bamboo stick, I have a lot of respect for him and he is like a father figure to me nowadays.

So, going to Beijing was very difficult. Like I said, I cried city after city after city, again, crying. But working with different coaches, first I look up to them. And during the Junior Nationals, I was introduced to these coaches. It was such an eye-opening for... image a little girl from a little city, very little city, in southern China called Wenzhou—about a 45-minutes flight from Shanghai; never seen any big cities. And there I was watching all the National Team members walking-by. And my dad remembered, years later he told me, he said, "You were telling me, Abi, you were telling me, Dad, look, that's so and so, it is all the big names." You know, I was starry-eyed. She is wearing an all-Arena outfit; look at, you know, Speedo outfit. Meanwhile, I was wearing I do not know what. I actually won the Junior Nationals with a cotton swimsuit. If you soaked those up, it is like five pounds, heavy. Halter top, over the head; wooden button in the back. No caps, green ear plugs. I was a total dork. Just image, it is dorky looking; you know, halter top, wooden button swimsuit.

But got to Beijing and, you know, it was not a hard transition for me I would say. Because we were told always to obey our coaches. Yeah? Whatever they say, you just do it; regardless. And that is why this was a very culture shock for me when the kids say, no, I think this, this and that here. Sometimes it is great and sometimes you wish just like cut it out right?

Yes? I am sorry?

[audience member]: How culturally and ethnically diverse is your swim team?

[Liu]: Very much so. I would say we probably have a dozen, over a dozen, different ethnicities on our team: Japanese, Chinese of course, of course Caucasian, Vietnamese. And especially in the Bay Area, it is very diverse; and over a dozen different languages spoken on our team, as well. So it is really fun, you know, we talk and learn about each other. A lot of fun. And I got to travel with one of my swimmers who represented Israel internationally to a couple of European Championships, and interacted with the Israeli National Team. It was interesting. But I love traveling and I love to get to know different people

from different groups. Yes?

[inaudible audience question] Eastern Chinese? Um-hm.

A lot; pretty much everything I do. One thing I really like... getting my degree in Kinesiology was all of a sudden everything I have learned and everything my own body experienced now explained in the scientific way. And I found myself... I went to school in the morning and coached in the afternoon. I found myself starting teaching things differently. Now, of course, the material, all that stuff I learned is from early stage and through my own body, but the way I delivered, the way I explained it, was very different from what I had learned from school. So I think just overall, in technical delivery and the way I look at things, try to dissect from what cause the outcome, rather than just... let's say if backstroke, someone just gets out here, rather than telling them okay, get your hand out in the middle, I will probably look on the other side to see if the other side is over-reaching. Just... I think just dissecting a little deeper, it was just a habit of my thinking.

Any questions? Yes?

[audience member]: What brought you to Reno?

[Liu]: Ah. Most people ask me: Why did you go to Reno first? and How did you end up in Reno? I just did not know any better. [laughter] The diving coach.... I am sorry. Anybody from Nevada here? I love Nevada. But I swam there and kind of got bored of swimming myself, and I thought you know what is better to do, you know. I did not know any better, but this is something I have been doing for all my life and I would like to continue and maybe pass-on my knowledge. So I interviewed with a bunch of teens in the Bay Area. And the first one who offered me a job was Brian Bolster from Osprey Aquatics; unfortunately, I turned it down—sorry. Shannon, sorry. But De Anza Cupertino Aquatics offered me a position; that is when I moved down to the Bay Area in 1999. Yes?

[inaudible audience question] Yes. The sports school is funded by the government. All the levels of sports school is funded by the government. And the national team, the provincial team, is run by the government. So at the same time, when the athletes get money, they do not really get to keep it. In 1993, I won the World Cup, and FINA awarded me with \$11,000. When the funds came-in, 50% immediately went to the national sports association—gone. And 10% of the rest went to the swim team, and then 10% of the rest went to the coach. And so I think I got about \$3,700-\$3,800 out of the \$11,000, and that was it. And in a way, I think it makes sense, because the government... because it is a completely different system. Here they pay for everything: club dues, traveling, everything. But when I was training... or back in China, everything is paid off. And wherever we go, there will be chaperones and the police will be escorting us. It is all government investment. So when we got some little back, we give it back.

Any questions? Always feel free to email me if you guys like to or have any additional questions, okay?

Thank you so much. Thank you.

end

ASCA Clinic Schedule



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



Malaysia

2017
ASCA
Levels
1 & 2 –

March 24-26, 2017



Legends of Texas

March 31st, April 1st & 2nd 2017

April 28-30, 2017



Advanced Breaststroke Clinic |
Portland, OR

May 11-13, 2017



Omaha, NE

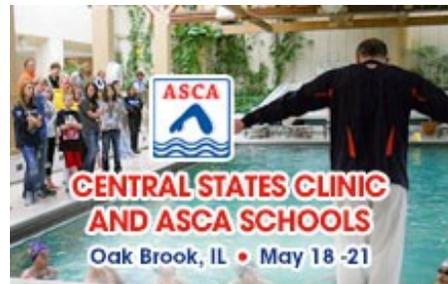
April 21-23, 2017

2017
ASCA

USA-S
RCC
and
ASCA
Level
2
School
-

2017
ASCA

Central
States
Clinic
and
ASCA



Schools – Oak Brook, IL

May 18-21, 2017



Indiana Coaches Clinic – Fishers, IN

April 22-23, 2017

2017
ASCA

2017
ASCA
Levels
1 & 2 –
China



May 21-
23,
2017



Charlotte, NC

USA-S
RCC
and
ASCA
Level
2
School
-

ASCA
Level 1,
2 & 3 –
Mexico



June
16-18,
2015

April 28-30, 2017

2017
ASCA



USA-S
RCC
and
ASCA
Level
2
School
—



WORLD CLINIC

Hartford, CT

Aug. 29-Sept. 3, 2017

April 28-30, 2017

The Dryside of Age Group Coaching



by Coach Tom Himes, North Baltimore Aquatic Club at the 2016 ASCA World Clinic

[Introduction by Don Heidary]

Well good afternoon. It is truly a privilege to introduce our next speaker. He is in his 38th year of coaching, with 24 as the Head Age Group Coach of the North Baltimore Aquatic Club (NBAC), where he oversees approximately a 140 swimmers under the age of 13 and directly coaches two of the seven groups in the North Baltimore Age Group division. He has produced 11 consecutive American Coaches Association Age Group National Team Championships. He has coached 425 National Top-16 rankings, including 74 #1 rankings, 37 National Age Group records and more than 350 Maryland State records. He has coached Olympic gold medalists Michael Phelps and Beth Botsford as age groupers in the North Baltimore system, and has produced countless other National Team athletes. The Maryland Swimming Age Group Coach of the Year award has been named after him, to honor over twenty years of service to Maryland Swimming. He was inducted into the Maryland Swimming Hall of Fame in 2005, and it is no surprise that he was recognized as the Fitter & Faster/ASCA Age Group Coach of the Year in 2015. Just truly an incredible resume and history. I would like to introduce Tom Himes.

[Himes begins]

Thank you. Maryland Swimming tried to get rid of me in 2005 by putting me in the Hall of Fame, but I thought most people were supposed to be out of coaching when you get into a hall of fame. Apparently, I am still here.

First, I would like to thank ASCA for the opportunity to share my thoughts and ideas. Second, I would like to congratulate any of the coaches in here who had anything to do with the Olympians at this year's Olympic Games. The USA team had some amazing swims, and probably outperformed anyone's greatest predictions. There are probably some people in here that had a lot to do with that.

There are many outstanding coaches in the audience who I have the pleasure of knowing and/or a great deal respect of what your programs have accomplished. I will present, in a fairly simple way, what I believe are some very important yet often underrated aspects of swimming programs, while focusing on the age group portion. I do not profess that these are the only ideas that work, or that my ideas will be applicable to all programs and all situations. We all have various obstacles we need to overcome.

I continue to learn and evolve as a coach. When I see or hear something that sounds interesting or of value for our program, I will modify those ideas in order to apply within the NBAC program. Hopefully I can give you something to think about and possibly something you may want to try within your own programs. There are no great secrets to the long-term success of NBAC; just much thought and hard work put into the implementation of ideas we choose to use in the NBAC program.

A little bit of history. NBAC is beginning our 50th year of existence. NBAC currently has about 200 swimmers, and over the life of that team has been as low as 50 in 1987 and as high as 240 in 2011. We are constantly exploring ways to improve our club. Even when we have experienced some of our greatest years, we made changes because we wanted to get better. The consistency of success of the program



has continued for 50 years. The consistency of high-level performances over this long period of time is what I believe is our greatest accomplishment.

The overall philosophy of the NBAC program is to provide an athlete with the education, training and motivation in order to obtain significant success in the program. The goals of the athlete and the goals of the team intertwine to allow each swimmer to be the best he or she can be.

The NBAC mission statement is as follows:

The North Baltimore Aquatic Club leads the nation in competitive Swimming. Our diligently-designed, professionally-coached and internationally-renowned program encourages a development of character and self-discipline. These qualities, forged by the combination of creative imagination and rigorous training, focus our athletes in the disciplined pursuit of excellence.

The vision statement is as follows:

The North Baltimore Aquatic Club creates an atmosphere of high expectations through even higher standards. For coaches, there are boundaries but no limits. For swimmers, what is deemed extraordinary elsewhere occurs daily at NBAC. This legacy of excellence develops belief on the part of our athletes. We are succeeding because we dare to challenge our members to achieve big goals and risk bigger dreams. Winning with NBAC is a byproduct of fun, enthusiasm and hard work of the NBAC membership.

Personally, I began coaching summer league in 1975, and became a year-round coach in 1979. I began at NBAC in 1985, as the head age group coach. Left, actually got fired, after the 2002 short-course season and returned the fall of 2009. So this is the beginning of my 25th year with NBAC. I just turned 60 last month. That is old. I have been married for 31 years. My anniversary was yesterday. I was here. She was home. And I have two children. One is working towards her doctorate in Occupational Therapy, and one in Seminary working towards becoming a Catholic priest. I guess they figured I would need some help after 40 years of swim coaching. (My God, that is a long time.

Alright, here we go.) [Laughter].

I would like to throw out a couple of my definitions, of *Age Group Swimmer* and *Coaching*.

Coaching: *the art of being able to teach others a technique and skills of a particular sport*. In addition, the art of being able to observe and steal ideas from other coaches and implement those ideas as needed.

Age Group swimmer. Not sure there is a definitive answer to this question: *What is an Age Group swimmer?* I have fluctuated with my definitions over the years. The general, most widely used, definition is: *You are an Age Group swimmer until you reach the Junior National and National levels of Swimming*. I have a different thought. I believe that there are many different factors to consider when classifying a swimmer as an age group swimmer or a senior swimmer.

There are three things, in addition to how fast the swimmer is, that should be considered when classifying a swimmer as an age group swimmer versus senior swimmer:

1. Age,
2. Physical maturity and
3. Mental maturity all come into play.

Thus, I define an age group swimmer as: *an 18 year-old and younger swimmer who lacks the age, physical maturity and/or mental maturity to both train and compete at the Senior-elite level*.

I believe it is very possible to have age group swimmers competing in senior-level meets. A 12-year-old swimmer, as an example, should not be considered a senior swimmer just because they swam in a senior-level meet, but rather an age group swimmer who swam in a national-level meet.

There are many areas that contribute to a swim program being a quality program. There are a number of areas off the deck, of a program, which have to be done correctly in order for a program to offer the highest level of coaching/teaching available to the swimmer's membership. I believe paying attention to those areas will enable the coaches the opportunity to perform at their best, and consequently be able to offer the highest level of coaching and teaching that can be offered.

I will generally focus on the Age Group portion, but also the general organization of a club. The most important dry-side components as I see them are: the overall club organization leadership, coach's role, parent's role, swimmers role, age group coaching staff, coach participation in club/LSC/USA Swimming leadership, practice group structure and communication.

Club organization: As coaches, age group or senior, we must be involved with the inner workings and the running of the club. A quality program starts with the organization. NBAC is a coach-run club with a support parent board and an executive committee. The coaches make all decisions, and that is a must when it comes to swimming decisions. The head coach has final say on all matters. I believe it is very important for the whole coaching staff to be involved and/or aware of how and why the club operates as it does. It is important for the coaches to know the general business side, as well as the operational side, of the program.

The parent group organizes/runs various activities, with the help of the coaching staff. NBAC runs 5-8 meets per year, and has various other fundraising activities as well as some fun activities. The NBAC parents always stand up and volunteer and time. In addition, while not officially, NBAC generally supplies the leadership roles that run most of the Maryland Swimming championship meets.

The Coach's Role: The coach's job is to supervise the entire competitive Swimming program. The NBAC coaching staff is dedicated to provide a program for children who will enable them to learn the value of striving to improve oneself. Therefore, the coaches must be in total control in matters related to training and competition. The coaches are responsible for placing swimmers in practice groups. The coaches have sole responsibility for stroke instruction and training; the coaches will make final decisions regarding swim meets and the events in which the NBAC swimmers compete; and at meets the coaching staff will conduct and supervise warm-ups for all team members. After each race the coaches will offer feedback. Relay teams are the sole responsibility of the coaching staff.

The NBAC Parent's Role: Parents play an important role in the success of an Age Group swimmer.

Support and encouragement of the athlete's effort will allow him/her to progress steadily while learning the important lessons, which will be of great value later in life. The parents are responsible for providing love and encouragement, regardless of the athlete's performance, seeing that transportation to and from competition/practices, proper rest and nutrition are provided, meeting financial commitments, etc., etc., etc. Those types of things.

Swimmer's Role: As far as the swimmer's role, those athletes who are members of the NBAC have been given a special opportunity. As each swimmer progresses through the program, he/she is expected to uphold the NBAC standard of excellence. NBAC team

members will at all times conduct themselves in a manner which reflects the high standard of citizenship upon which the team was founded. It is the swimmer's responsibility to communicate openly with the coaching staff regarding matters which may affect his/her personal performance or team dynamics. Honest communication with coaches and parents is a necessity. NBAC swimmers will follow behavioral guidelines set by the staff at all practices, competitions or team functions.

The Age Group Coaching Staff: Coaching is teaching, thus a coach's biggest attribute is that of his/her teaching skills. With that being said, it makes all the sense in the world to look for potential coaches out of lesson programs. There are many great coaches that were great swimmers, but being a great swimmer does not make you a great coach. Being a great teacher will have more to do with being a great coach. At NBAC, a majority of our age group coaching staff, past and present, have come from lesson programs.

Teachers first, coaches second. You can teach any good teacher to be a good swim coach. It is not easy to teach someone to be a good teacher.

Ideally, having your new coaches being mentored by your experienced staff is a huge plus, rather than placing them with groups of swimmers immediately. We have done our best to phase-in coaches before throwing them to the fire of coaching a group of their own.

Our coaching staff is committed in every way to providing best-possible environment for the swimmers to learn and excel in swimming. We also expect the staff to be open-minded, continue seeking new information, as well as continuing to learn new craft of coaching Swimming. We also expect the coaches to be role models for our athletes in our program.

Coach Participation in Club and LSC/USA Swimming Leadership: I believe it is very important to know what your club is all about. Know the inner workings of the club. Know the business side of the club. Know the board members or any other individuals that have a function in the operation of the club. If possible, take a leadership role in either the running of meets, newsletter, meet entries, etc. Be



involved with the day-to-day operation of the club.

I have been an active member in the Maryland LSC for more than 30 years. The time spent has been invaluable, with respect to learning the inner-workings of both the Local Swim[ming] Committee and the national leadership of our sport. By being part of that, you can absolutely make a difference in the Swimming environment that you are coaching the kids to swim in. I believe it is of huge benefit to both your team and the overall LSC to have coaching input within the leadership of the LSC. I have been involved with many changes that have benefitted the swimmers with respect to meets, recognition and overall well-being of the sport.

Getting involved is easy because many do. I just started showing up at LSC meetings and before I knew it, I became a committee chairman. I have served as a Zone Team Manager, Zone Team Coach, Age Group Chairman, Technical Chairman, and the Chairman of Maryland Swimming for a couple of years. We need more coaches involved.

I have participated in a number of conferences and conventions run by USA Swimming. I have been involved with various committees in the past, both at the zone level and the national level. The time spent has been invaluable, and with respect to the understanding of the sport and how all of the off-deck things work.

It is really, really needed, I think, especially from the Age Group coach level, to be involved. There are not a lot of Age Group coaches that get involved with the LSC, or the national level or with their clubs. It is really important. Do it.

Practice Group Structure: This is an area in which I believe you can control the level of performance, both current time and in the future. No other area is as important as structuring your groups to allow swimmers to progress at a rate which will benefit their physical and emotional make up, and allow them to achieve at their highest level. Most clubs have constraints they have to work around, but there are solutions that will work under any circumstances. That is where we, the professional coaches, come in to play.

One of our difficulties at NBAC is that all of our 12 & Unders, and a few of our 13 and 14 year-old swimmers, swim in a pool that is very limited in time as well as the lanes being very narrow. We have 125 swimmers at that facility. We have 2 ½, 6 lanes, 2 days a week; 3 hours, 6 lanes, 3 days a week; and Saturdays, we have 5 ½ hours for 6 lanes.

NBAC is structured in such a way to allow a novice swimmer the opportunity to progress to their full potential while remaining in one program throughout their Swimming career. The bottom line is that our practice groups are ability based. Swimmers advance from one level to the next based on individual evaluations. Factors in determining swimmer placement include: age, physical maturity, mental/emotional maturity, ability, practice performance, practice attendance and meet performance. In addition, the coach's ability to identify talent is key when placing swimmers in groups. The final decisions are based on what is best for the swimmers to enhance their desire to be the best they could be and realize their full potential. It is not based on where mom and dad want their child.

I actually... I found (I hope I do not offend anyone), but I actually know another coach who told me when they took over this club, the kids actually signed-up for the group they wanted to be in. I am not quite sure how that works, but good luck with that. *[Laughter]*

The NBAC practice group structure is divided into four divisions within its competitive program. Each division has one to four levels within the division. There is a total of 12 groups which have 14-20 swimmers per group. We also are associated with a lesson program, the Michael Phelps Swim School, and we run a competitive swim clinic.

Save the Date!

WASHINGTON DC

Tuesday, August 29th - Sunday, September 3rd



**WASHINGTON HILTON
HOTEL**

1919 Connecticut Avenue

Washington, DC 20009

Within each division, all aspects of swimming are gradually increased throughout the program. No swimmer advances without careful consideration of the previously mentioned factors. We purposely try to make sure that no steps are skipped in the development process. The final decisions are made solely for the benefit of the swimmer. Parental needs and wants are not factored into which swimmers are in which groups.

None of the above factors alone are reasons to move swimmers from one group to the next. All of the above factors must be considered when placing swimmers in groups. Ideally the practice groups will be very homogeneous when

it comes to practice performance. Coaches need to have control of all swimming-related decisions, and at NBAC we just do that.

And as far as the homogeneous groups, I was just talking with Michael Brooks earlier today. He has taken over a new program, and one of the things he mentioned is: "if you do not have a homogeneous group, and you have kids who are way behind-the-eight-ball, is you are taking a couple of minutes at the end of each set to explain something, waiting for the slower ones to come in."

We try to keep... I mean ideally we try to have each group be able to have one interval, and they can all swim at that one interval. It is not age specific. I would say all the groups are within a couple of years, age wise. But we do not split them in 10 & Under, 11 and 12 or 13 and 14. It is very much ability-based.

Swimmers are evaluated throughout the year and adjustments are made as the coaching staff sees fit. While we do not want swimmers held-back, we also do not want swimmers pushed ahead when they are not ready to step up to the next level.

Returning swimmers are notified each year in June as to which group they will be assigned for the next year, prior to signing-up for the next year. Any concerns and issues brought up by the parents and/or swimmers are discussed individually and resolved. Once again, the wants and needs of the parents are not a factor in the decision.

I would like to take a moment to discuss, generally, how we place newcomers in the appropriate groups. First, the tryout process. I have come to believe that we should first interview the parents prior to evaluating the swimmer for acceptance in the team. I have, in fact, turned away swimmers before ever seeing them after having a crazy discussion with a parent.

You know, I do not know if it was last year. Last year, the very first question an 8 & Under parent asked me was what our team records were. I said, "*I don't know, goodbye.*" [Laughter] Well, it was not quite that rude, but needless to say we did not take that individual. I guess it is nice, at some point to look at things like that, but if that is your primary concern with bringing your kid to a team — that is dangerous.

All clubs are highly dependent on the support of the parents. If you find during the tryout process a parent is nuts, why bring them in? Bad parents are like a virus. This is a topic that no one has figured out the solution, and would take hours to discuss—so I will move on.

We evaluate the swimmers individually, first. Then if it appears that they would be a good fit in one of the groups, we take a guess at what group they should be in and then have them try a few practices with that group before they are finally accepted. That seems to be the best way to add kids in.

Just a little bit, quickly, about how our structure is. We call it The Pyramid of Success. At the bottom is the Michael Phelps Swim School, and it is all lessons—private lessons, group lessons. Then we have *NBAC Stroke Clinic*. They are offered one or two days a week for an hour. Then we have the *Discovery* division; there are three groups in there. Generally, the kids are 6 to 10 [years-old]—6 to 9, ideally. They practice anywhere from two to four days a week, for an hour. Then we have the *Imagination* division which is split into four groups. Generally, the occasional/rare 8-year-old, but generally 9 to 13. They practice, generally, a 1 ½ hours with an occasional 2 hour practice here and there, four to six days a week. Then we have our *Challenge* division. There are three groups in there. They practice generally a 1 ½ to 2 ½ hours. They are generally 13- to 18-year-olds, and they practice six to seven days a week. Then we have two levels in our *High Performance* division, and that, again, could be 13 & Overs. They have seven to ten practices, of 2 to 2 ½ hours a week.

Communication. Communication is a key to any organization. The communication triangle between coach, swimmer and parent is absolutely critical in the ongoing development of the coach, the swimmer and the parent. The only way to build the trust between the three is through an open and honest communication. Personally I am a *tell-it-like-it-is* kind of coach. I try not to get too high with the successes or too low with the failures, but at the same time I am honest and open with the parents and swimmers about the highs and lows.

Coach-Parent Communication: Fortunately, the vast majority of the parents are good ones. At NBAC we let all know from the start that all swimming-related issues are controlled by the coaching staff. We educate parents, as best as possible, to leave all the swimming-related issues to us. Parents should simply be a support role, and enjoy the ride as their children progress through the various phases of swimming.

Much of the communication is through newsletters and/or emails, as well as the team website. Keeping the parents informed of practice times, meets and other activities is a must for planning purposes of the membership. We have

a few parent meetings each year, but generally they are very basic and we avoid, as much as possible, making them a bitch session.

I have found that many jump on the negative band wagon when the group parent sessions are held. I prefer individual meetings with parents. When I feel there is an issue to discuss, I usually schedule a time to individually address the issue with a parent. We also get our fair share of requests for meetings and do our best to accommodate. Being honest and open during those one-on-one meetings works best. I do not believe in telling parents what they want to hear, but rather the real and applicable facts with regards to their issues.

Coach-swimmer Communication: Without question, this is the critical relationship to achieve the most from the swimmer, resulting in the highest level of performance. While I would like all swimmers to like me, I am more concerned that all swimmers respect me. By having that respect, the communication doors will open significantly. Being honest with the swimmers is key. I believe that telling swimmers a race was poorly swam, or a practice session was not very good, is okay. Along with that, you must tell swimmers what they need to do to be better and improve on a poor performance.

It drives me nuts when I am standing on a deck and listen to another coach tell a swimmer how great their race was, after swimming ten seconds slower than their time. You need to be honest with a swimmer and tell them the reason they swam so slow, whether it be not coming to practices, not focusing on the stroke, etc. They need to be told in order to make the improvements which will enable them to be the best they can be.

Swimmers 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 when communicating with your swimmer.

Parent-swimmer Communication: Holy cow. I wish there was a way to control that. I have found in a lot of cases, it is very damaging. Again, the best thing I can say is what I always try to do. If I occasionally can catch some of that going on, where a parent is trying to coach their kid behind your back. It is often pretty easy to catch, because you talk to the kids and the kids are usually pretty honest with you. You know, the parents will tell you flat to your face: "Oh, no, I don't do any of that." Well, you just go ask the kid, and the kid will tell you.

I mean we just had one... I have been doing this a long time, and I have dealt with some real wackos. And just when you think you have seen it all, you don't. Another one comes along. We just had one. She was filming all of our better kids, taking it home and having her daughter review it, so her daughter could swim like the faster kids. I was just like: *Really?* I brought the lady down, and... I mean, she had nothing to say because we caught her doing it. You have got to control that stuff. It is just not good. I do not know... I do not really have the answer of how to get through, other than just keeping your eyes open. When you see something, go to the parent. I realize it may be a little bit more difficult in parent-run teams, because I guess occasionally you are going to end up where the problem parent is the president of your club or a board member. But you have got to try and control that, and it is not good for the kid.

In general, keeping parents and swimmers informed of all activities and practices and meets is an absolute must. Any breakdown in communication usually creates issues that could have been avoided.

In conclusion... Sorry I did not have any slides. I am old-school and, frankly, I have a difficult time trying to figure out how to do that... But in conclusion, I think there are many areas coaches need to pay attention to that are off-the-deck and do not involve the actual technical aspects of stroke and training. I basically scratched the surface of those areas. I firmly believe that to be a successful coach you have to be very proficient off-the-deck, in those off the deck areas, as well as on-the-deck.

Thanks for listening and good luck this year and in the future.

We have got a little bit of time here. I guess if anyone has any questions, I will throw myself to you.

[Audience Member]: Coach, how many facilities are you working out of?

[Tom Himes]: Two.

[Audience Member]: Two. Is there autonomous leadership at the other one?

[Tom Himes]: Well, the Head Coach is at one. Well, until now.... We are sort of phasing into some other things. But, yes, there is leadership at both.

[Audience Member]: Kind of looking for a quick piece of advice. I have been coaching age group for about eight years and just got hired as a Head Age Group Coach. Any advice?

[Tom Himes]: Any advice? Talk to me afterwards. That is a long answer.

[Audience Member]: As an example of a swimmer being a swim meet, who after every race the swimmer goes up into the stands. You can see the dad doing all kinds of awkward hand gestures and violent head moves and a lot of demonstrative, awkward things. So, you can see that he is obviously coaching the kid. Would you cut that off?

[Tom Himes]: Yes. Actually, the same nut that I referred to... by the way Clark, we had another club here. She was at my club, then she went to their club, then she came back to our club. God knows why I took her. I have no idea, but I sort of laid out some rules for her, and she followed them for about a year. Now she has moved on to another club, because I could not... so, God love them.

But, yeah, the same type of thing. The very first meet that we had her... and this was some little, dumb dual meet we had just to give kids some experience. She was up in the stands, jumping up and down, screaming and yell... Nobody else in the stands... There were 300 people in the stands, and all you see is this nut. So, I actually was on the other side of the pool, and I yelled: "Sit down!" And then I had a discussion with her. I happened to have in my bag, I think it was one of the... *Are you a pressure parent?* The ten things. I happen to have that printed off, and I handed it to her. I said, "How many of these do you fall under?"

I mean some of them... I am not even going to say some, but most of them you can get through if you talk to them individually. But some of them, they are just never going to get.

[Audience Member]: This whole topic right here happens to be my pet peeve. I am sure for a lot of us. You say to just talk to them. What happens if it does not change? How many people in here would like to say: *You're gone. You've got to go someplace else.*

[Tom Himes]: We have done it before, so... But honestly, it has got to be really bad. The other thing you have got to consider is that in most cases the kid is not bad. I mean I am not talking about for performance. I am talking... you know, it is a nice kid. It is just mom or dad are just completely out of control. You cannot keep people like that in your program. You have got to bite-the-bullet and get rid of them, because they are a virus.

[Audience Member]: Do you have a training process for new coaches coming into your program?

[Tom Himes]: Again, ideally our next guy, up to me, when he came on-board he was totally clueless. He was probably one of the best lesson teachers I have ever seen, but had no idea about swim coaching. He was on deck with me for two years, without taking a group. Ideally, that is what we try to do. Everybody who comes in new, we try to hook-them-up with another coach before they actually take their group.

[Audience Member]: Your resume and track record is truly extraordinary. What would you say is/are the two or three best things that you do as a coach? Your strengths, etc.

[Tom Himes]: I do not know. I work my ass off. You know what I mean. I mean people want secrets to this stuff. I am open-minded. I do not know everything. I continue to learn. I steal from other people. I watch what other people do. I talk to other people. And I stay up till three o'clock in the morning doing newsletters. I get involved with all these other things so I know what is going on. I know the sport. I am passionate for what I do. By the way, this is my other full-time job. I have, you know, what people would call a real full-time job, too. It is just hard work, and keeping an open mind and keep learning. The minute you think you know everything — Get out. Because you are not going to be helping yourself or the kids on the team. There is always something new out there—always something. I am picking-up ideas from kids that I coached that are now coaching. I am not too proud to say: *hopefully/maybe that guy became a good coach because when I coached him, he picked up some things from me.* I do not know.

It is just a constant learning, working your butt off, working on those relationships with the swimmers and the parents. You know, just being honest with them. You know, honest comments... I have been accused of being a negative coach. I do not think it is negative to tell a kid what they are doing wrong. That is not negative. That is positive. If you do not tell a kid what they are doing wrong, how are they going to get better? You know. There is certainly a nice way you have to do things, and sometimes I am not nice. And some of the kids.... but I also have a way, I think, of being... some really bad races, the kids will come back and I will just go like this, I will go [motion]. I said, "Have you ever tried bowling?" [Laughter] And, you know, they get it. These kids are not dumb. They get it. So they get the message, but they walk away smiling, because they know: *yeah that really sucked.* (I do not know if that answers anything but....)

[Audience Member]: How often do you guys use sprint sets throughout the year?

[Tom Himes]: Sprint sets? I do not know. Maybe twice last year? [Laughter] I do not even know how to respond to

that. Truly, do we do 25's? Yeah, absolutely. But do I do them in a manner of a "sprint set"? No. Do we time a lot in practice? Yes, we time a lot in practice, but my philosophy is that we are practicing to swim fast, we should swim fast in practice. But it is not necessarily a "sprint set". I think for age groupers, I think the aerobic side is much more important than the sprint side.

[Audience Member]: That is what I was getting at, because I think there are two kind of philosophies. One philosophy is to just do middle distance, distance, middle distance, distance; and they will be able to sprint. The other philosophy is sprint, sprint, sprint, sprint.

[Tom Himes]: Like I say: there are a million different ways to do things; we do not sprint a lot. We certainly race them a lot. I certainly expect best times out of these guys in practices. If they do... I mean, obviously... probably not a great example, but Beth Botsford broke the national record in a practice before she did it in a meet; In 50 backstroke, when she was 10 years old. So we get a lot of best times out of our practices. But I do not necessarily call that... They are not *sprint* practices. They may end up... whatever. The better 11 and 12 kids may do, whatever, 10×200; and then I tell them to stand-up and do a best time in a 200 and it happens.

[Audience Member]: Do you have standards for your move-ups from one group to another?

[Tom Himes]: Standards? No. We have tossed that around a lot. My concern with having standards is you lock yourselves into something. I do not want to lock myself in to... okay, how do you have a standard for mental maturity? And that is huge. That is a huge factor in a kid moving up. Just because a kid can do 5×100 on 1:20... Okay, great. You can do that. But, you know....

We have looked at that. We have thought about that. We actually started to do that, and then we sort of backed away from it. Because I do feel a need to have a justification for moving a child up, as well as a justification for not moving a child up. And if you have standards, you get locked into not having that freedom.

Anything else?

[Audience Member]: You said you have seven groups in the age group program.

[Tom Himes]: Yeah, more or....

[Audience Member]: The groups other than yours... do the coaches run those autonomously?

[Tom Himes]: Yes.

[Audience Member]: Do you have an overlay, a philosophical overlay?

[Tom Himes]: Okay, this is a little bit jumping into tomorrow, but that is okay, because I am doing a thing tomorrow too. The question was: "do the coaches sort of do their own thing?" Or whatever. The answer is yes and no. From the senior group on down, we all do the same drills. That is on purpose. You know, we teach the little kids the same drill they are going to be doing when they are in the senior group. Within reason; obviously the 8-year-olds cannot do some of the drills correctly. But we start phasing-in the same drills that they are going to do in the senior level.

As far as.... I think a lot of what... I want the other coaches to be able to do their own thing, and bring-in their own little part... to things. With them being around with us, you know, they are picking-up what we do... what the more experience people do anyways, which sort of blends into their workouts. And if I or any of the other coaches see something a little crazy going on, or *yeah, we shouldn't be doing that or maybe, we should be doing that*, we address that. But, you know, I or anybody else does not direct anybody to what *you should do in practice*.

Anything else? Yep?

[Audience Member]: You have lots of groups within your main group, but does a group have more than one lane?

[Tom Himes]: Yeah. The group sizes are generally, I said 14-20, and they are pretty much based on being in three lanes. The Discovery groups, ideally—and I say *ideally* because occasionally it does not happen. But for the Discovery groups we have two coaches... and that is mostly the 9 & Unders (the brand new kids). They will have two coaches for the three lanes. The Imagination groups are one coach, usually. Occasionally, there is something else happening for the three lanes, but they are three lanes.

[Audience Member]: Do you try and have them all on the same interval?

[Tom Himes]: The idea is a homogeneous... yeah, trying to get them all together. For the most part they are. We do not have enough space to do some of the things that other clubs can when you have more space. So that is why we cannot do... it will not work doing age groups, it will not work... I am not sure I would do it anyway. But, maybe ideally, if you had the lane space in the world, you could keep all your 10-year-olds together and have an A-level 10-

year-old group, a B-level 10-year-old group, a C-level 10.... But I do not know that most of us have that, and we certainly do not.

Okay, well thank you.

HEY, COACH!

Do you have [Summer League Teams Near You Feeding Your Team?](#)

Help Them Coach Better!

[Share ASCA's Certified Summer League Coach Online Course](#)



**ASCA Certification
+ MEMBERSHIP
ONLY
\$99
(A \$139 Value!)**

SUMMER SEASON IS AROUND THE CORNER! GET READY FOR THE SUMMER SEASON with:

The ASCA Certified Summer League Coach online course.

Everything you need to know to be ready for a great summer league season, **plus** you get a one-year full membership with the American Swimming Coaches Association – the #1 swim coaching association in the world!

ONLY \$99 – Gives you unlimited access to this 6-hour, online video course and one-year of ASCA membership (current members will receive a one-year extension).

Coaching greats Don Heidary, John Leonard, Guy Edson, and more give you all you NEED and WANT to know to be the BEST Summer League Coach you can be. **Don't wait, sign up now!**

- **Successful Summer League Coaching** by Coach Don Heidary
 - **Stroke Technique for All 4 Strokes** by Coach John Leonard
 - **Freestyle Progressions of Drills**
 - **Teaching Tips for Starts, Turns, & Finishes**
 - **Working With Parents**
 - **Planning & Managing the Workout**
 - **Managing a Meet**
-
-

Online Video Course *Learn at Your Own Pace!*

The course allows you to stop and go as you please and pick up where you left off.

Help improve America's Swim Team starting at the grassroots level by:

1. **Forwarding this email** to all of your summer league coaching friends, and
 2. **Sending any and all summer league information and/or contact lists** for your community with ASCA to Duffy Dillon at: summerleague@swimmingcoach.org. *(All usable information will earn you access to one **FREE** ASCA Online Education video of your choosing!)*
-
-

THANKS FOR helping ASCA help build America's Swim Team!

Register Online at:

SwimmingCoach.org

American Swimming Coaches Association

5101 NW 21st Ave, Suite 530
Fort Lauderdale, FL 33309 | 1 (800) 356-2722 • (954) 563-4930
www.SwimmingCoach.org



Advocacy Efforts

by John Leonard, ASCA Executive Director

Our ASCA President, Coach Don Heidary and our ASCA Board of Directors has periodically report to the membership about the efforts our staff and board have been making in advocating for the best possible coaching and swimming environment in the USA. I am happy to do that here. Some of our efforts and results are best gained by NOT having everyone know about them, so I will tell you to begin, that not ALL we do, is reflected here. Often things are achieved best “behind the scenes.”

1. **Anti-Doping** – ASCA and the World Swimming Coaches Association are completely supportive and advocating for, a Completely Independent World Anti-Doping Organization as called for by USADA head Travis Tygart. We’ve been speaking out for this since 2002. Clearly we are now closer to ever (after this past summer’s Russian fiasco) to nations supporting the concept of true independence...defined as no representatives of sporting bodies (including the IOC, one of the prime problems) on the WADA leadership group, so no “Fox Guarding the Henhouse”. Doping is THE number one problem in the long term health of our sport.
2. **FINA/WSA** – ASCA is actively supporting and building on the idea of replacing FINA with the **World Swimming Association**, which will have its “Constitutional Convention” on Friday of the ASCA World Clinic in Washington this fall, to address the failings of FINA to protect our sport and support development in our sport. FINA talks “zero tolerance for doping” but in reality, they not only tolerate but encourage doping in many aspects of their work. *They are not fit as stewards of our sport.* Replacement is the only answer.

3. **Professional Swimmers Association** – ASCA is actively supporting and helping build a Professional Swimmers Association that will own, conduct and control their own events, thus making FINA irrelevant AND allow athletes to strike as necessary to achieve their goals. EVERY strike by a professional athletes group in history has achieved its aims. Boycotts by governments with vague geo-political aims with no athlete input or interests at are heart hurt athletes. STRIKES BY ATHLETES, not only succeed spectacularly, but enhance their sports.
4. **USA Swimming Leadership** – Domestically, the most important event in 20 years takes place this year in the replacement of the great Chuck Wielgus as our Executive Director. ASCA has been involved in discussions among all parties in selecting the qualities needed in his replacement.
5. Similarly, the replacement for National Team Director Coach Frank Busch is a critical piece of this summer's work in the USA. Similarly, ASCA has been included in discussions of the qualities needed in this position and we appreciate being included by the powers that be at USA Swimming in both positions.
6. **USA Swimming Governance** – has a study of its Board Operations that is on-going and recommendations for change will come forth in April from the consultants that the Board has hired. ASCA has had substantial input into this process as well. This is VERY important in order to refocus the Board on serving the entire sport with a leadership board that represents all of the organization. Change is needed. Change will be recommended. Will the Board do the right thing and heed the changes recommended? We shall see.
7. **Local clubs** – ASCA is involved in creating a PILOT STUDY within USA Swimming that would allow a certain number of clubs to create and sanction their own ideas on appropriate swim meets to serve the newest members of our sport. Local conditions and decisions would be allowed and the clubs would not have to conform to existing LSC procedures. The idea is simple...how do we provide entry level swim meets that best RETAIN AND ATTRACT young athletes? This study will measure retention and see what ideas work and what ideas fail. Serving our entry level athletes better appears to be a nation-wide need.
8. **“BETTER SWIMMING- BETTER COACHING”** – ASCA is promoting the idea of refocusing on both of the above as a point to interest to advance our sport. Less “administration”, less beaurocracy, and more ideas on bettering swimming and bettering coaching.
9. **Collegiate Swimming** – ASCA works closely with Joel Shinofield and the CSCAA (College Swimming Coaches Association of America) and USA Swimming to support the long-term health of Collegiate Swimming. College swimming is not only critical to the success of our Olympic efforts, but is also the dream of thousands of young swimmers in club, YMCA, and summer-league programs.

ASCA has been involved in Advocacy since our infancy in 1958. ASCA created the impetus that broke USA-Swimming away from the AAU. ASCA has accelerated its work in advocacy in every decade since. We have never been more active. And we always want to know what our members are concerned about.

Please look for more information on advocacy in your “WSCA News” email updates .

SOON, we'll have a space on the home page of our website that will ask YOU, what you see as the most important issues in Advocacy, and those responses will help guide us in “where to concentrate our efforts”. Call me anytime with concerns or interests (1-800-356-2722).

***All the Best,
John Leonard***