

ASCA NEWSLETTER

American Swimming Coaches Association

Leadership • Education • Certification

2015 EDITION | ISSUE 11

Q&A with COACH CHRIS PLUMB

from Swimming World Magazine



In This Issue:

Total Team Dryland	/ 03
Constitutional Convention in 2017 for World Swimming Association	/ 13
Seven Reasons Introverts Make Great Leaders	/ 14
How to Inspire Greatness: STOP LEADING	/ 17
On Our Way to a Harsh World	/ 18
Obituary: Coach E.E. Bud Dallmann	/ 20
The Navy Seal Ethic	/ 22

Q&A WITH COACH CHRIS PLUMB

PHOENIX-Coach Chris Plumb, is the Head Coach/CEO of Carmel Swim Club, Carmel Indiana. Coach Plumb studied at Indiana University where he received a B.S. in Biology in 1997. He was named head coach of Carmel Swim Club in 2006. In 2012 he qualified 17 athletes for the 2012 Olympic Trials. The Carmel girl's team won the 2014 Long Course Junior Nationals landing two swimmers on the Junior Pan Pacs squad and three on the 2015 Junior National Team. As head coach at Carmel High School, Plumb's boys won their fourth and the girls their 29th straight states high school championships, with the Greyhound girls breaking all

three national high school relay records.

Plumb is also a valued clinician, serving as, among others, head coach for Indiana Swimming at the Olympic Training Center, National Select and Zone camps. In 2011, he was inducted into Indiana Swimming and Diving Hall of Fame. He also continues to compete as a Masters swimmer.

In the June 2015 Issue of Swimming World Magazine, Michael J. Stott asks the questions and gets the answers from Coach Chris Plumb about his success at taking the perennially strong Carmel USA-S and high school swimming programs and elevating them into national powerhouses. ■

(Read full article at SwimmingWorld.com)

ASCA Newsletter

Published for the American Swimming Coaches Association by the American Swimming Coaches Council for Sport Development.

Board of Directors

PRESIDENT: Gregg Troy

VICE-PRESIDENTS: Jim Tierney, Steve Morsilli

MEMBERS: Don Heidary, Ira Klein, Matthew Kredich, Michael Lawrence, David Marsh, Amy Montgomery, Tim Murphy, Kathleen Klein Prindle, Bill Wadley, Chuck Warner

EXECUTIVE COMMITTEE: Jennifer Gibson, Tim Welsh

ASCA Staff

EXECUTIVE DIRECTOR & EDITOR John Leonard

CLINICS & JOB SERVICES Guy Edson

INTERNATIONAL DIRECTOR Duffy Dillon

SWIMAMERICA & ALTST Julie Nitti

TECHNICAL SERVICES & WSCA Matt Hooper

WEB & PUBLISHING DIRECTOR: Mary Malka

CERTIFICATION Kim Witherington

MEMBERSHIP SERVICES Melanie Wigren

ONLINE EDUCATION David Casler

FINANCE Kimberly Cavo

BOOKKEEPING & SALES Lori Quick Bear

GENERAL COUNSEL Richard J. Foster

Official ASCA Sponsors



SwimAmerica™ Sponsors



The Newsletter for Professional Swimming Coaches

A Publication of the American Swimming Coaches Council for Sport Development, American Swimming Newsletter (ISSN: 0747-6000) is published by the American Swimming Coaches Association. Membership/subscription price is \$70.00 per year (US). International \$120.00. Disseminating swimming knowledge to swimming coaches since 1958. Postmaster: Send address changes to:

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

swimmingcoach.org | asca@swimmingcoach.org

© 2015 American Swimming Coaches Association.

From the 2014 World Clinic Yearbook: **TOTAL TEAM DRYLAND**

By Chris Plumb, Carmel Swim Club

INTRODUCTION, BY BILL WADLEY:

I'm privileged to introduce to you a friend who happens to sort of be in my neighborhood, my neck of the wood, if you will. He is one of the great young coaches and one of the great young minds. He has developed a team that has always been pretty good. He's taking it to newer, greater, bigger heights which I think is always one of the great challenges when you walk into a program that's always had some success. How do you take that program that's had some success and make it better still? Make it better take it to a new level and, and Chris has certainly done that.

He is the coach of the Carmel High School girls and boys team; he's the coach of the Carmel Swim Club. His women have won eight consecutive High School State Championships, his men have won three. This year he broke all three National High School records for the women. All three national high school records for the women. That's a pretty substantial thing, wouldn't you say? His women won the juniors this summer. His team won the Mythical National High School Championships. I believe they're on the cover of *Swimming World* as we speak, right? They had 17 athletes qualify for the 2012 Trials. These are high school kids. These are high school kids. He's a leader in our community and, and certainly unbelievable sharing coach. So, please join me in welcoming Coach Chris Plumb from Carmel, Indiana.

Plumb: Thank you, Bill. Well thanks for coming this morning and I appreciate coming in on Friday. I know some of you were expecting me yesterday but I got bumped by some guy named

Dave Salo. So, I appreciate you're willing to come back this morning. I saw a lot of you as I was walking back from dinner at the bar down there. So thanks for coming in this morning. I'm humbled and honored to be speaking in front of you today. It's been quite a journey and I hope to share a lot of the things we've learned over the past several years with our total team dryland.

I have three goals for this presentation and I called this Total Team Dryland. I know you came to see the world's greatest age group Dryland Program whatever, but for me it's the we call it Total Team Dryland. So why do we do a Total Team Dryland? Long-term athletic development, what does that mean and what is the importance of long-term athletic development? Lastly, what exactly is Total Team Dryland? What does that really mean and, and what is all that encompass? Those are my three goals today and hopefully you can breathe that in. Most importantly, I want you to come up with the idea that this is important. At the World Clinic in 1982, Nort Thornton said, "For about the first 18 years I coached out a dryland program mainly because I heard Doc Counsilman said you should."

So, and that's where we've come from, that old Nautilus machine that used to be in every hotel and we've come a long way since that, but I don't want you to do it just because you heard it from Chris Plumb at the 2014 World Clinic. I want you to think and understand what this is about, and take it back to your programs, and make your swimmers, your athletes better.

So, how did this come about? Well the idea was

we all have probably some progression in our pool, some sort of development of like when you're eight, this is what you're going to do in our program, when you're ten, this is what you're going to do, and we have all that stuff. You have your drill progressions, your level of intensity, all that great stuff but what do you do for dryland? What do you have that's as good on land that you have in the water?

Five, six years ago, we didn't have anything. We had nothing for dryland and every coach had their own idea about what to do for dryland. We had coaches that they love to run kids on stairs, so every opportunity that they get, they were running up and down the stairs and kids were getting really tired. We had the person that loved to just do the shoulder exercises up and down all day long, you know. We had people doing all kinds of things. When I first started coaching there and I was, you know, coaching the nine-tens, that's where I started, I asked, you know, the head coach, "What should we do for dry land?" He goes, "I don't know. Do something for 45 minutes." That's what he said, do something for 45 minutes. I'm like, "All right," and that, and that was the problem, I felt like. So, that's where we came about.

So, our goal is we wanted a progressive and streamlined program that matched appropriate growth and development needs of today's youth. So, it's not just about doing dryland but having the idea and the importance of bringing this from, from the bottom to the top, from the eight to eighteen. Having that dryland program match the needs of the youth today. That's where, that's

where it started, the idea. If you want a better answer, you need to ask better questions. So, we started asking better questions.

So, your first question, who is walking in your door? Who is coming to your program? Who is walking in the door? What kids do we have today? Is this what we want? We have people sitting at the computer now hunched over. We've got people making bad choices on a daily basis. Is this what we have? Is this what we're up against? Because I think we are. I see it today, I see it in our youth. I think we have a major problem.

So, yes we have a problem. These kids love video games. They're not outside playing anymore. They're not getting this type of work dryland that they used to get in PE. They're not doing that anymore, they're not. They're, they're on their phones, they're texting, they're playing X-Box, they're doing those things. So, you first got to say we have a problem, it's our job to fix that and understand who we have coming in. So, kids in in our, my opinion lacked the

fundamental movement skills to survive in today's competitive arena of early specialization. They lack the fundamental movement skills to learn how to move appropriately.

Someone asked me a few years ago, "What, what is this dryland that you're doing?" I'm like, "We're really teaching kids how to move." When, and every August we, we get together and we, we have about a three-week program where kids, they we coach them for three weeks by age. So, we have all of our 11+12s and 13+14s. I can tell what group all of our athletes are in based on the dryland that they do and how they move. So, I think there's a correlation between how they move on land and how they will move in the water.

Then research today shows that the current generation will be outlived by their parents due to inactivity, obesity, and malnutrition. That's a scary thought. It's a scary thought. I feel like if we're in this room today, it's because we have a mission, we have a purpose, and that's to help kind of change this culture or this idea that

this is out there. We must understand that this is, this is going on. You got to face the truth. This is the truth. This is happening. This is what we need to do. As a, as a program, we decided we want to make an impact and I think that's why you're here as well.

So, the A-to-A Team process. The swimmer is a complex neural and a sensory amphibian unnaturally attempting to perform efficiently at speed with the, within the laws of mathematics and physics and the foreign substance at a high viscosity. So, this is what our challenge is. How do we get swimmers to solve this problem? What can we do on land that helps them move through the water? So, our philosophy, and it has changed over time, was or is to develop the best injury-free swimming athlete through systematic, sequential, and progressive development in all physical capacities. If you can take that idea, injury-free. Very important, the best ability is availability. If your swimmers are injured, they're not getting better.

That's kind of where we also stand. When I



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.

first started coaching, we always had a lane of, of injured swimmers. They kicked or they did whatever, like you had your lane. Well this is, this is the injury lane. This is where you go. I didn't like that lane. I don't want that lane. I think some coaches maybe look upon it and say that's, I'm proud of that lane but we didn't want that. So, we felt like we could help our athletes become injury-free through this as well.

So, the goals, improve athleticism and we'll talk about what that means. Bulletproof, you want these kids injury-free, prevent injuries, super important. Then prepare for all the demands of the swimming strokes. What we can do on land to help them prepare? Talking about links and connections. The body is connected. It moves as one. It does not recognize, "Move your bicep." It knows to move its arm. So, understand how to connect the body. In swimming we talk about it, you hear it all the time at these clinics, get the body connected, get it working together, and we feel like we can help that process on dryland. Having a mastery of each step before we move on to the next one. You got to work on it day after day after day.

So, some intangible benefits we have. We feel like our athletes have a higher concentration of focus when we do dryland, and this is important that, that you take the dryland as serious as you do the water. You have that concentration and focus on land. Improves their mental discipline. You can talk to them a lot more on land than you can in the water, get them to be disciplined. Body image, obviously important. We feel doing things on dryland can help young athletes look like they want to look. Work ethic, you can improve work capacity on land as well that helps them in the pool.

We also talk about physical literacy. I mentioned that earlier, what does that mean? Athleticism defined is "execute athletic movements at optimum speed with precision, style, and grace within the context of your sport." We all know what that looks like in the pool. It's, it's a thing of beauty. So, the goal, and this is, this is critical, of physical literacy, teaching the skills, learning to move is the eradication of all limitations of future performance.

Unfortunately, the swimming, swimming, we know what the swimmer looks like who's swum a lot of, of yards in swimming and they're not doing anything correct. A lot of them start to hunch over, right? Low back problems and just that rounded shoulder that, that forward

piece and limitations due to hip mobility issues, T-spine mobility, all those things. So, we all have athletes that make it through no matter what we do, but we wanted to help all those. We want to eradicate any limitations. We want to have a the ceiling move up higher than, than if they just—if they didn't do this. So, we want to break any limitations that they have. That's what we feel like we do.

So, what is athletic development? Systematic, sequential and progressive. So, what are you doing session to session, week to week, cycle to cycle, season to season? That is long-term athletic development. Every day you get a little bit better at doing this and slowly and slowly, week to week, cycle to cycle. So, if you think about, again, we have the athlete that walks in your door at six, what are they going to look like at eighteen, and what are you going to do every day in between to make sure that they're 18 leaving your program to go to college, and be better, and be prepared, and not having things that would limit their performance.

Also, we think about training movements, not muscles, linkages not lengths. Training the movement, train movements. You don't want to make the biceps stronger. It doesn't help you. You need to make the whole connection piece stronger and better. We talk about our exercises as full spectrum, multi-joint, total body, all planes, coordinated, proper resistance at varying intensity. So, think about what that means. Multi-joint, getting your total body activated and connected, all planes of motion, coordinated, proper resistance.

You got to ask yourself the question, "What are you going to do?", "With who are you going to do it?", "How much are you going to do?", and "When are you going to do it?" So, what are you going to do? Who are you going to do it to? How much are you going to do and when? That's, you know, where we started here.

Strength training by a guy much smarter than me defines coordination training under proper resistance. So, don't think of it, we don't think of it as getting stronger but being more coordinated. Being able to be more connected under proper resistance. Proper resistance for a lot of people can just be body weight and, and as they get stronger, they can add resistance but coordination training.

We all hear about the core. The core, the core. It's so important, the core. Well, we think about

the core and—the Serape Effect. That's the connection across the body from shoulder to hip. That we all know in swimming, that's a very important connection. So the things we do to increase that connection day after day, lots of crawling, we have stretch chords, we have dumbbell complex, some jungle gym which are rings and some med ball work. I'll get in to a lot of those, but it's all about increasing that hip-to-shoulder connection.

This is a critical thought as well. Want to build athletic bodies that are adaptable rather than adaptive. You want to build a body that can handle the work that you're going to give it; not the one that's completely maxed out. So, you want kids that are adaptable to your changes that you're going to make them, not ones that are already done.

So, some skills we work on on a daily basis. Locomotive skills - the ability to move from one place to the other. Stability - to be able to hold the line. Manipulate skills - control of objects with their hands or feet. Sensory development. Last, movement and rhythm, body consciousness - being aware of your, being aware where your hands and feet are. We've seen a lot of those young boys and girls when they go through puberty, they have no idea where their hands and feet are when they—when they're done, when they hit that growth spurt. So, you want to help them be coordinated through that, through that period of their life.

So, fundamental skills that we work on, that we think about it and how we thought about. Squatting, lunging, pushing, pulling, bracing, hinging, rotating. These are things that you can do every day or almost every day in your program. Kids need to learn how to squat the right way, and then learn how to lunge, push and pull, brace, hinge at the hip, rotating.

Next fundamental skills - running, jumping, throwing, catching, kicking. Of course doesn't have a whole lot of correlation to the pool? So, we think about aquatic. Being able to float, roll, breathe, reach, kick, scull, flow, rhythmic. These are fundamentals. These are the basics. Then, lastly techniques - starts, turns, racing strategies, sport-specific skills. But you must have the physical competency to do the technical stuff and the technical qualities in order to do the technical stuff in that order. You got to teach the basics before you can take the next step. You don't want to get too far ahead of ourselves.

Some other key concepts that we have. We warm up to swim, not swim to warm up. We have about 15 minutes every day that the athletes are getting ready on preparing their bodies to get in the pool, to ready to go. They should be almost ready to go by the time they hit the pool because of the things we do on land. Our program does not do a lot of the thousand, fifteen hundred straight swimming warm-up. We do all that stuff that we feel like that, that does and we do that on land. When once, once, once our practice starts we're ready to go, they're ready to swim a lot faster and a lot sooner than we would the other way. In doing so, we also, it, preventing injuries and getting our core stronger and more connected, that type of stuff. We do things every day to protect the shoulder and keep it bulletproof, no injuries. Every day we do something to protect the shoulders especially in the senior group.

Choose dumbbells over barbells. Dumbbells allow freedom of movement and the shoulder to move around. If you're pushing, pressing over your head, bench press with a bar, I think you're asking for injuries. Dumbbells, freedom of movement. Rings, do pull-do your pull ups on the rings. All your stuff on rings and I'll talk about that more. That freedom of movement helps prevent injury. Build from the inside out. Start from the middle, work to the extremities. From the inside out. Strength comes from here. I've heard Payton Manning talk about it. Don't throw from your arm, throw off your foot. Throw off your foot, it makes sense. Connect the body through the middle.

So, Total Team. Total Team. We, you have a common language in the pool. You need a common language on your dryland. It needs to be the same. If you're calling something and you're 18 years old in your senior group, your eight-year-olds needs to be calling it the same thing. Otherwise, you're speaking a different language, and they move up from group to group, they don't know what's going on. So, we wanted that language to the group and it's through our entire club. As they move from group to group through the program, the reps, the loading, the number of sets may change but the fundamental moving skills that I talked about, squat, lunge, push, pull, brace, they're the same. They're the same thing. A six-year-old can do a body weight squat, an eighteen-year-old can do a body weight squat. Squatting is squatting. Learning how to do it the right way.

Uh, and now, I've talked a lot about philosophy,

and going over that whole piece, and you're going to see some of the stuff in action. So, we do a lot of crawling. If any of us seen Carmel Swim Club at a meet, our kids are going up and down the pool deck on their hands but the beauty of crawling is you can do it anywhere. You can do it in the hallway. You can you know, do it on your pool deck, and it's a gross lateral movement that activates their pathways across the brain, right? Making that connection and gets both sides of the body working together. Little kids crawling is very good and integrated in an efficient way.

So, right here is just doing bear crawl across the pool. They got a nice line in his middle. They're running into the trash can. I think about a plank, and now he's just doing a side plank, right? Just moving across. Think about the strength in the shoulder. [Background video playing]. Now, he's going hand over, hand over, hand under, hand over, hand under. Both directions, forward, backwards, left, right. Now, the Spiderman crawl here. Now, you're getting some hip mobility. Then backwards. You want your brain to think. You want your brain to be connected, try this backwards, there's a lot going on right here. Body awareness, spatial awareness, connection, all those things that you want. Lastly, half way lizard. There's a lot of stupid names we have.

If you don't have space, you have nowhere to go, you don't have that hallway, you have one little space to go, you can also, do it, in place. [Background video playing]. So, if you don't, if you got, you got, you'd only stay in place for a little bit of movement, you can get-be very effective. So, hold your line, obviously it's just going to be a short version. Try watching kids try to figure this out for the first time. It's pretty funny. We don't do this. We stop at this point.

So, you can see, just in a single place, you can get a lot of work done, a lot of connection and a lot of, you know, that hand-to-foot, hip-to-shoulder, all those things can happen in a small place. It's challenging. That is a hard exercise that he just did. You will work up the sweat if you start to do that. You get stronger in your middle, you get more connected. Imagine doing this kind of stuff, you know, three or four times a week since you're six, seven and eight years old. You're going to have a pretty athletic and adaptive, you know, kid that can be adaptable.

Some other things. Now, these are all things that I'm going to talk about today for the most part, everybody in our group can do. Those

planks that I just showed, everybody in our, everybody in our team does crawling and those types of planks and movements. So, the six, seven and eight-year-olds who've first come to our program that's what they're doing, they're crawling, they're learning how to move on land.

This next piece, we have legs circuit. This is for our nines and up. So, our nine-year-olds and up are going to do leg circuit here. Leg circuit consists of the squat, a lunge, a step up, and a squat jump. Now, tell me that doesn't cover every leg muscle you have if you're doing all those things. Squat, body weight, squat, body weight lunge, step up, and squat jump. You're covering every piece of muscle you have in your leg by doing all those. So, all the muscles in the lower body.

Our senior group, and they don't like to walk after they get to this, but they do five rounds of twenty of each of those exercises. Our athletes do about one per second of 20 squats. I mean it's boom, boom, boom, 20 squats, 20 lunges, one a second, go, go, go. Good technique but hammer. Step up on a box. Then they finish with five squat jumps. Do five rounds of that, and you tell me your kids are not ready to kick hard if they can do that? Your kids can kick. They have strong legs. Not one—they didn't put a barbell on their back. They don't have anything. That is an intense exercise, five rounds.

How do you get there? Well, nine to eleven, you learn how to do eight round, you know, eight squats, eight lunges, eight step-ups, and probably three squat jumps. You, and you get good at that. You're building capacity. Then, you get older. Then, we start do add-up and get up to fourteen. Then, they get older. We start going to 20. So, you see the progression of being able to do that. Squat, lunge, step up, squat jump. Slowly build those capacities over time.

So, we talk about core modules here. Other things that are across nine years old. Getting the core stronger, activating it in all three planes - frontal, sagittal, transverse - So, all, all athletes can do this and we talked about I talked about that connection - the hip-to-shoulder and the Serape Effect, the importance of that. Oh, hold on. Let me go back one more time here for it.

We also have what, we call these modules. This is an important piece that we learned. A module means, I say, "This is chopper series." I say, "Chopper series" and she's going to do all these exercises. I don't have to write all the things that

she is about to do. I say two words, “chopper series.” That’s across the board. We have about 15 of these core modules, we say them, and then they do them. Like I used to—you know, used to write on the board, you know, 50 crunches, 50 right left, 50, you know, Supermans. I use to write all that stuff every day and write a different number. Now, I just say one word and they got it. That’s an important idea.

So, this next piece is going to—you’re going to watch her again. Think about three planes of motion, think about making that connection. She has a ten pound plate in her hand. [Background video playing]. So, we talked about hinging at the hip, right? Getting a good hinge there. Good connection. So, we saw all three planes of motion there. Frontal, sagittal, transverse. Got warmed up and said one thing. She knew what to do and that’s an important piece. Like I said, we have about fifteen and you can be as creative as you want. You can, we have stuff where they walk, they do that thing, they, they stand there, you can, you can be creative. But, think about all three planes and getting the body connected in that way.

Another piece that’s Total Team is called mini band. The mini band is a great way to warm up. All of our athletes do it. It strengthens the intrinsic muscles of the hip. Obviously, we feel the hip is a very important piece. You also get glute activation and strengthening. So, our kids, they sit at their desk all day at school. Sometimes they have a hard time getting their muscles to work like they should. The mini band gets that activation that we’re looking for and gets their glutes firing and strengthening.

The only thing that, oh, it keeps going back. The only thing that changes with the groups is the mini band, ah, tension. So, the older kids wear a stronger mini band. The younger kids wear a lighter mini band. That’s the only thing that changes across the group. So, again, our, our youngest kids are doing mini band, our oldest kids are doing mini band. [Background video playing.] The karaoke is just over under here. Strengthen that hip. Again, planes of motion. A nice deep, wide leg. She should probably be a little deeper here. Forward, backward. Let me go back.

So, this next piece here is what our 11-year-olds and overs do. Run it a couple of times. But, it’s called stretch chord series and it strengthens the muscles of the shoulder and the scapula. The scapula has 19 different muscles attached. So



this is a couple of pieces. Right now, she’s doing protraction and retraction. Strengthening the top of the scap here. Connect the shoulder to the hip here. Kids always thought this was funny when they first started. [Background video playing]. Now you’re getting that front of that shoulders, some flies. Then some punches across the body.

This takes about five minutes to do, and we do this three times a week, before we get in the pool. Your shoulders are ready to go. Your body is warmed up after you do this. We’re doing this three times a week. We, we felt like we’ve really minimized that shoulder injury. It’s simple, it’s easy, it’s effective and we feel like it’s been a tremendous piece. So, you just, you know, I think we got one more here. He’s just doing a face pull here, things that you might do in the weight room with a, with a pulling machine but with the stretch chord on deck. Very effective tool to get warmed up and strengthening that, that whole back side here, posterior chain as some might say. So, just, again, face pull, step back.

This next piece here is lunge and reach. I’m going back to that, but the lunge and reach piece there. We talked about three planes of motion. So, what we’re doing there, is you’re going to do a forward lunge, a side lunge, and a back in 45-degree. So, hip mobility, very important,

spatial awareness. Now, we’re going to go, we’re going to go one, one round with arms over head, one round where they reach out, and one round where they step across. So, when you’re doing that, you, you’re creating spatial awareness, you’re moving the body in three planes of motion, and you’re connecting the body. You’re getting all three of those in one piece.

Again. It’s two or three minutes on the pool deck, but if you’re going to get your body prepared to work, you need those hips loosened up. So, watch again here. Again the whole team does lunge and reach. Arms up, overhead, stepping out, left, right, on my left, back, and back. Reaching out, to the side, and back. Now across. [Background video playing]. Hip mobility, body awareness, connection, the whole team can do that. The whole team can do that. Lastly, uh—no, maybe not lastly, but Total Team on the rings.

Now we have, these are jungle gym, but we have since purchased. We have probably 20 sets of rings that we hang on pull-up bars or hang anywhere we can. All of our upper body movements and strengthening with our groups is done on rings. There’s a lot you could do, TRX. You can pay 150 if you want TRX. I can buy this for \$40 now. So, it’s the same thing. They can go anywhere and you can do unbelievable. We have core modules with the

rings, body rows, pushups pull-ups.

When we first started, when I first started at Carmel eight years ago, huh, the girls couldn't do pull-ups, man. They couldn't do pull-ups. I think we had girls that could do one, one pull-up. This spring, I watched three girls go over 15 pull-ups on the rings. It's progression, it's doing it every day. Those are the girls that have been through the program year, after year, after year. It didn't happen overnight. It did not happen overnight. Year after year, doing pull-ups with, and doing pull-ups on the rings is safe. Doing pull-ups on the bar, I don't know. I think you're asking yourself for injury.

So, and it started, and then basically started with the body row which means you're pulling yourself here, and you can do that really well, and you can do pull-ups, and we start getting the numbers. You're going to go up there today, and I want you to do 30 total in as few sets as you can. Younger girls, younger boys, they can do pull-ups. You got to start it young, nine, ten, eleven, twelve. Pushups on rings. Do a pushup on a ring. Always the kids that come to our program at younger ages, they start trying to do pushups on rings, it's like all the kids kind of laugh. Why are they going to do push-up? He's shaking. He can't do it. The kids that have been there for years, they got that pushup on the ring, no problem. They had a stable shoulder. They can do the work.

So, purchasing these rings is a, was a, is a big deal for us. It's huge. Our kids have gotten a lot stronger, particularly the upper body because of the ring. This is built in through the program. You're just changing reps, changing schemes,

all that stuff. Talk about freedom of movement. This was probably four years ago.

Got the little leg kick. Yeah, get up there. So, those rings up there, they're adjustable. They, they come down. You could put them anywhere. You could put them at different heights. Kid put their feet at them. Pushups on the rings, body rows, all that stuff. You change the reps, change the schemes, be progressive, younger age like I said. Now, these girls and guys, they can do lots of pull-ups now. If you want to be better

doesn't fatigue? Posture wins races. Talk about planks. Everybody in the team could do planks.

Coordination. Our coordination is forward run, backward run, karaoke, skip, then side step with arm swings. That's the basics. This summer, our nine and tens, we're doing karaoke, passing a ball to each other. They were skipping, then clapping underneath their legs. Our nine and tens. I look out over our pool, and I see these twenty nine-tens doing amazing things I probably couldn't even do. Skipping, jumping, doing all the sit-up, having fun, and getting warmed up, being, being connected.

I'm excited to coach these kids when they get older, because I know they're learning how to be coordinated now. It's, you know, it's ten, fifteen minutes outside on a sunny day. The kids are excited to be out there, and they're doing coordination. They're being coordinated. Coordination, you can, you know, it extends through our entire program. Then, as they get better, you could be more advanced. You can try different stuff, but you can have fun with it. That's another piece again. It extends our total team.



in swimming, you better be able to do a pull-up.

So, other things that encompass our entire team, planks. You saw that version with the plank. Everybody can do a plank. It's very important. We create that. We call that, you know, I had that earlier in the talk about that ability to hold your line. Posture wins races. Posture wins races. You need to hold your posture at the end of your race. Talk about it all the time. Who holds the best line through the race? Who

Dynamic warm up, our whole, our whole team does all kinds of versions of dynamic warm-up. There's 8000 ways to do dynamic warm-up. It depends on what you want to get accomplished but again, talk about things that connect our whole program. Jumping rope, man, what an effective tool. Jumping rope. Jump on one foot, backwards jump double unders. I mean, eight, nine, ten, all the way sixteen. Jumping rope is a great effective tool to get warmed up. One-legged squats, simple,

sit on a chair, they get their butt down and one leg stand up. A lot of kids can do that and that's something that's, again, through our entire program, one-legged squats.

But lastly, this is, kind of the, where we get to. I haven't even discussed weights, but this is what we call dumbbell complex. This is what our senior group does. So, when they get through our whole program, everyone's getting ready to write down what we do here. This is dumbbell complex. Right now, this is Carly Marshall. She got 30 pounds in her hands. This girl is currently a senior at Purdue. This year, I mean, she was great. She ends up, has no business winning the 50 Free, but she wins the 50 Free at the High School State Championship this year. But just watch level of intensity. It's 30 pounds in each hand.

She's about to do dumbbell complex. So, and it's about 45 seconds. When you think about time under tension. Our athletes get up to about six rounds in this, alright? She's going to cover all kinds of movement. Triple extension. So, ankle, knee, hip getting extended. She's going to push the weight. Going to squat with the weight. Then, she's going to pull with the weight. She's covering just about everything you can do. The explosive push, squat, pull. Like you've covered everything. There isn't a whole lot more you need to cover.

So, our athletes are getting strong. If you do this six rounds, one-to-one rest with a partner, you're going to be tired, boy. I'm telling you, our kids fear this. They fear this workout. They know it makes them stronger. The time under tension here is super high. [Background video playing]. We'll show that again but think about what you just saw. She did a high pull, triple extension, that's every start and every turn that you do in the pool. Ankle, knee, hip. Getting explosive, being strong in that position. Then, she's going to push weight over ahead, push. She's going to squat with that weight. Getting legs stronger. Then, she's going to pull. I would like to see her hinge a little more at the hip on this. Give her back a little flatter, but so be it.

Now, that's about 45 seconds' time under tension. You can, we get very creative with this as well. You can do single, single arm pulls. You can, you can lunge with this. You can do curl and press. You can do heavy row. We've even finished this with a pull-up. Now, there's a lot of extrapolations you can make through all this. So, you get really good at doing this, and then you

can get creative, and make it harder. So, this is about 45 seconds time under tension. I have, you know, we have a place for this is a minute-and-a-half time under tension.

So, doing six rounds with 30 to 45 pounds or whatever how strong. The beauty here is, whatever weight they can do, that's what they can do. If it's 15s, it's 15s; if it's 40s, it's 40s; if it's 20s, it's 20s. It's not always about the weight but at what weight they can move the right way and the appropriately. Now, the boys they want to pick up something heavier, girls want to pick up something a little lighter. So, you know you, you needle the girls and you tell the boys to calm down. But, the beauty of this is everybody can do it, and the weight is appropriate as long as you got dumbbells.

People say, "I don't have a weight room. How am I going to do this?" Well, I visited my friend, Chris Webb, at SwimMAC, and his kids were doing this on deck with rubber dumbbells. He pulled out, went in this closet, the kids went and grabbed the dumbbells, and they did this on the pool deck. He hung his rings from the three-meter diving board. You don't need a weight room. This is a weight room but you don't need a weight room to do this. You do need dumbbells to do this, you do need space, but don't think you're limited. "Oh, I don't have this." Almost everything you've seen here today, you can do with minimum equipment. Minimum equipment, and I think that's important in our world. In our world, it's very important.

So, watch this again here. High pull, be explosive, every start, every turn, you're getting that position, are you not? If you're going to pull, you're going to push. If you push, you need to pull. You need to have opposite. Again, the connection though, from the hip to the hand. You gotta have that connection. Full depth in her squat. You put these dumbbells on your shoulders, your, your core better be tight. You better be able to hold the line. Then a pulling motion. Again, I'd like to see her hinge a little bit more at the hip, have that weight a little bit farther down.

Now, how much are you going to do with whom? I'll give you a quick answer of what we do. 8&Us, our youngest kids, they're just doing 15 minutes of this type of work every day before they get in the pool. Every day, especially our new parents, they come in, and they're expecting to see their little eight and under, Johnny, in the pool and they're not

there. They've gone in the hallway in their school to go do crawling, to go do mini band, to go manipulate a ball, to go do something to get them coordinated, and activated, and ready to go for the pool. So, when they jump in the pool, when those lanes open instead of standing around, those lanes open, they're ready to go. So, that's what our eight and unders do.

9+10s, they do three 30-minute sessions. So, you know, Monday, Wednesday, and Friday, they're going 30 minutes. Then, Tuesday, Thursday, and Saturday, whatever, they're going 15 minutes before they get in the pool. Again, same type of stuff like I talked about.

11+12s are doing 45, three times a week plus that 15 minutes before they get in. Again, that 15 minutes, you know, coach might write four or five things on the board, and the athletes know exactly what to do. Go do stretch chord series, do jump rope series, and then do mini band. There's probably a hundred different movements, you know, in there that you've written three things for. You don't have to explain it to your kids, they know. That's built into our culture. It's built into the program. It's a thing of beauty.

13+14s, they're going an hour. Then, our senior kids are going maybe one session. It kind of depends on the year, plus 15 minutes each day.

So that's how much we do and, and give or take a little bit depending on the time of the year but essentially, that's what we do. A couple of thoughts I have for you on the end today. The one thing people I got asked yesterday, what's the one thing that you do? What's the one thing that you do that makes this work? I said, there's a total commitment across our coaching staff to do this. I have to thank Vern Gambetta for coming in and helping us establish this program but it's, it's a buy-in across the entire coaching staff.

Your 8&U coaches need to understand that this is important, what they do on that dryland because eventually, they're going to be working their way up to senior group. It's a total team commitment to this and that is not easy, you know, because not everybody wants to do that. It has been a five-year journey filled with heated debates, wrong turns, but a continual desire to learn. We've had some fun debates on what to do and what not to do, and it's been, it's been an awesome journey to have but, you know, it's, it's not, you're not going to have, "These are the answers."

We're getting better, we're changing this year-after-year trying to improve it, trying to make it better, and you know, it's, you need to have debates in your, in your staff about what to do. Do we really want to do this? How much do we want to do? All those things are important. That desire to learn and to make a better swimming athlete, a better aquatic athlete, super important. I don't really call our swimmers swimmers, I call them athletes. I think they like it a little better when I call them an athlete.

So and think. Do not copy our program. It's not going to work for you. Think about how you want to do with your program to make your own stamp and to make it better. Challenge each other. Think this through. How can we make this better? How can we do this?

AUDIENCE: *I'd like to comment. I was really pleased that you showed no, what I'll call, deliberate stretching and range of motion and sort of just, express any in that regard, any comment.*

PLUMB: The question was about stretching and appropriate ranges of motion. I, my philosophy and our philosophy is before we get in the pool, it's dynamic, it's movement, it's extending that range of motion. We do stretch after a little bit, get the hip open and things like that but, you know, an injury, you know, we never want to injure a kid and push them past that. So, we feel like dynamic is the way to go and way to warm up, and you know, never push them past their appropriate range of motion.

AUDIENCE: *You speak of these modules. I think, first off, that's a really great idea and something my club's been trying to do. Would you, I guess, it's a two-part question. Do you have these modules written down on a piece of papers, shared with your visions? Where do you start signing making the modules? I know you said it was a five-year-journey. Where did you start with this article?*

PLUMB: There's two questions. Are the modules written down for all the coaches to have? And, you know, where do, where do we start? Was that? Currently, we have, thanks to the young man right here, Preston Parish, we have a kind of a cardboard piece like poster that has them all written down and they're in a couple of places for our kids to go if they're new and they don't know. So, all the coaches do have them, written down, and and the, and the coaches know. They have to know. The kids can

go see if they're right or wrong or if you say, you know, go check the board again. So, they know. It's on a pool deck.

Then where do we start? Well, you start with three planes of motion. If you can start there, you can, you can build. A lot of it was originally from Vern too, you know. So, in Vern's books and then the things you can but just think about, you know, standing in a place, and then connecting, and moving all the, getting the three planes of motion. Once you start there, you can do, you can, it's limitless of what you can do. It doesn't always have to be like the rings. Knee tucks you know, one at a time, you know, with planks going out, all that stuff. You just say, this is ring, ground, core and this is what we're going to do.

AUDIENCE: *How do you handle bringing in someone from a different program to your group, or a kid moves into your area? How do you blend that with what your kids have been doing for 5 years? Say, if you have a 15 year-old who wants to be with everybody else, but isn't physically at that place?*

PLUMB: That is a common problem. The question is what do you when you bring someone new into your program, and then, first thing we do is make sure they learn the warm up from somebody else. You're going to partner, you're going to partner with this person. They're going to walk you through our warm up because everyone we feel can do the warm up, and they have to learn how to do that. Then, as, and then, it's like we try to on-ramp them slowly but surely and do our program.

If we're going to do three rounds of leg circuit, and they've never done it, I'm like, "You're going to go half leg circuit." You're going to, and then, a lot of it, probably one of us coaches taking them aside and teaching them the movements. We like them to come in the fall, because we kind of start over again in the fall, and they can learn. But if they come in the middle of the year, it is a challenge. There's no doubt about that.

AUDIENCE: *What would you say, coaching now, what these kids are doing...?*

Plumb: So, the question is about teaching, right? Is that your, is that you, Well, I mean, it depends on the group and the, and who's in there but the senior or high performance athletes, I have in a piece of paper and they, they know where to go and get warmed up, and then we might meet together again when we get to a certain point. The younger kids, it's it's a lot of teaching at

the beginning, but a lot of is, is a lot of one-to-one. Like leg circuit might be one-to-one. You do leg circuit, I'll do one. We ask a lot of the kids to coach each other. A lot of peer coaching during that time, but I think it just depends on who you have and what you're trying to accomplish. The beginning of the year is a lot more teaching time, a lot of going slower, and as they get better and enhance that ability, then we might expand and let them be a little more on their own.

AUDIENCE: *Chris, I appreciate your presentation, it's really good stuff. Just one quick question about when the kids are using the stretch cords, on that. What are you, what are they hooking onto?*

PLUMB: Whatever you have. We have our flagpoles. They kind of spread out and fan out on the flagpoles; the blocks and the diving board have two or three poles attached to them. That's what we use. You've got to go wherever you can. I know that can be a tough thing to do (attaching the stretch cord), and you could be a little bit limited in that. We just do the best we can to make use of the facility. You have to be creative.

AUDIENCE: *With all the equipment you use, do you have a philosophy or a system to make sure the kids are taking care of it, or is that—*

PLUMB: That's a constant challenge, of course but you know, one of our core philosophies is making, making something cleaner than when you got there. It is a continual fight for us but we have bins. Like that has been our thing. It's like all the stretch cords go in one bin. You use it, put it back in the bin. The rings are in bins. Everything we have is in a bin, in a plastic bin which can last in our pool. So but they're teenagers, they're ten-year-olds, you know. Every three months, a coach gets really mad and just decides to, to clean the room or stuff like that but yes, it is a challenge.

AUDIENCE: *What do you do for pre-meet, dual meets for your high school team? How long and, and what elements of?*

PLUMB: The question is pre-meet, and a lot of the pre-meet stuff is determined by where can I go, how much room do we have what is the goal of the meet? Like a high school meet, we'll have a normal practice in front of and we'll, but a lot of stuff like so at the junior national meet, we take our stretch cords, they're doing coordination, and they're doing some sort of



core activation. I think those are the three key elements. Probably hip mobility, shoulder, and then core, coordination. Those are three or four things on deck to warm up to get ready to go if it's a, if it's a race. How long? Ten to 15 minutes. It just depends. If the girls really want to talk it up, it takes a little longer.

AUDIENCE: *I know one of your main goals that you talked about, the bullet-proof thing. Kind of, this five-year journey and all of this. You talked about wrong turn. So, a couple questions. One, are you at a point now where you're really seeing a difference in that injury prevention, and the athletes are healthier? Two, were there any, any big things you came across that you did have to change in your dryland?*

PLUMB: So, the two questions was: are we seeing a difference with the injury prevention, and then two, were there any wrong turns, is that right? I would say we see a dramatic difference in the injuries. I don't have an injury lane. If anybody is injured, it's like a shock. "How did this happen? We're not supposed to get injured. Let's really look at this," because we

don't have injuries, and they're minimized, and when we have one, I'm like, "What's going on here?" I have to really take a hard look and say, "Why are you injured?"

Then, have there been wrong turns? Yes, there have. I think a lot of this stuff is in one of the videos, you saw the big circle with the back. The lower back has been kind of a challenge, and I think talking to the doctor on my last, in the Junior Pan Pac trip, he said, "20% to 25% of athletes are going to injure their lower back at some point in their swimming career." I think some of the stuff and being extra careful about the low back because kids walk in and like three kids go, "Oh, my lower back," and it's like, "Whoa." What have we done? Yesterday make their lower backs hurt today because that's the type of stuff, but I don't want to get into the lower back stuff, so...

AUDIENCE: *My question is do you have the same routines all season long day to day?*

PLUMB: We have probably what we call A, B, C. So, one day, you're going to do this. Second day, you're going to do this. Third day, you're going to do this. Then, as the season goes,

we have like a menu which our coaches can choose from that can vary a little bit so it doesn't get so monotonous. The kids, I think, like routine and so, there's nothing wrong with routine. It's just a matter of getting them to think through their routine, but you know, we, we like the A, B, C method. You know, six days a week, one, two, three, four, A, B, C. That's kind of how we've done things so. But there are some things like that stretch cord series, three days a week. If we're not going in the weight room, they're doing that. If they're going to the weight room, they're doing other shoulder stuff.

AUDIENCE: *Do you taper, during your taper phase, do you taper down, the, ah, circuits?*

PLUMB: Absolutely. Our boys, it's like two weeks, 14 days and our girls about ten. But there are some people that like to stay in there. There are people that like come out, and then like you've gotta, it's the art of coaching at that point. So, and there are cycles that we kind of do with the senior group. The younger kid is, I mean, they just need to keep going. Are we good? All right, guys. Thank you. ■



double the fun.

new! **AXIS BUOY**
DUAL-FUNCTION PULL BUOY

With the official launch of the **Axis Buoy**, FINIS is putting an exciting twist on a classic training tool. The ergonomic keyholes and contoured design allow the Axis Buoy to function as both an ankle float and a leg buoy. The Axis Buoy improves body position while building upper body strength. Now available online and with FINIS dealers.

FINISinc.com

FINIS®
simplify swimming



The Constitutional Convention of the **WORLD SWIMMING ASSOCIATION**

Will Be Held in Washington, DC, September 1-2, 2017.

Between now and then, the World Swimming Coaches Association will act as “steward” to attend to the worldwide input into the Constitution. Coach George Block is the President of the WSCA and can be reached via email at: GBlock@SanAntonioSports.com.

The skeleton of the WSA Constitution can be found online at: WSCACoach.org/wsa.htm.

The intent is to put “meat on the bones” with your ideas. Send to George, copy me if you wish to do so. George will update the content of the constitution every few weeks depending on input.

ATHLETE CENTERED, PROFESSIONALLY MANAGED, TRANSPARENT!

All the Best,

7 REASONS INTROVERTS MAKE GREAT LEADERS

Don't be fooled by stereotypes of brash, social executives. Quiet, retiring types can make great leaders, too. Here's why.

By Jessica Stillman, Inc.com

There's a paradox at the heart of how we think about leaders. Ask someone to picture a stereotypical leader and most people will think of someone confident, brash, and outgoing—the classic extrovert. But ask a person to think of real-life business visionaries and many of the people they're likely to name, from Bill Gates to Warren Buffet, are textbook examples of introverts.

What we expect leaders to be like and the qualities that actually make a leader great are often at odds, in other words. We're seduced by charisma and overlook the lower-key charms of the quieter folks among us.

Which can be a huge mistake. Not only have some studies shown the bottom-line benefits that introverted leaders can provide under the right conditions (check out this one about pizza restaurants), but expert after expert insists that more introverted personality types come equipped with significant leadership advantages. Here are seven:

1. They're better listeners.

"Introverts typically appear to be better listeners," says Karl Moore, a management professor at McGill University. "They wait for others to express their ideas before they jump in with theirs; they don't need to be at the center of every conversation."

2. They're better prepared.

Introverts don't wing it, according to Jennifer Kahnweiler, author of the books *The Introverted Leader: Building on Your Quiet Strength* and *Quiet Influence: The Introvert's Guide to Making a Difference*. A PsychCentral post explaining her ideas quotes Kahnweiler: "They spend time thinking through their goals and preparing for questions, which gives them an edge."

3. They go deep.

Kahnweiler further explained the advantages

of introverted leaders in a post for Forbes, including their propensity to dive deeply into a subject. "Introverted leaders seek depth over breadth," she writes. "They like to dig deep, delving into issues and ideas before moving on to new ones. They are drawn to meaningful conversations, not superficial chitchat, and they know how to ask great questions and really listen to the answers." Among other benefits, this in-depth study means "executives can learn what's actually happening in the far reaches of their organizations and engage and retain their top talent."

4. They don't mind solitude...

...and being alone is essential for reflection, focus, and the formation of deeply considered opinions. "As clinical psychologist Laurie Helgoe states in *Introvert Power: Why Your Inner Life Is Your Hidden Strength*, introverts have an 'internal power—the power to birth fully formed ideas, insights, and solutions,'" explains author Bruna Martinuzzi on American Express OPEN Forum. Quiet time is essential to bring these breakthrough ideas into the world.

"One of the greatest advantages introverts have is their ability to stay focused, where others around them might be distracted," Martinuzzi writes. "They're generally not afraid of solitude, because they know it's fruitful. It gives them opportunities for self-reflection, thinking, theorizing, observing, planning, or imagining...It improves our ability to think."

5. They keep their cool.

To illustrate this point, Martinuzzi quotes Beth Buelow, author of *Insight: Reflections on the Gifts of Being an Introvert*: "My energy tends to be a calming presence, which means I don't take up too much space in a room or conversation. And I don't need to take up a lot of space. I have a greater influence when I am intentional and

deliberate in my speech and presence."

Martinuzzi and Buelow aren't the only ones noting the calming effect of having an introvert at the top. Kahnweiler agrees, arguing, "Introverted leaders are low key. In times of crisis, they project a reassuring, calm confidence—think President Obama—and they speak softly and slowly regardless of the heat of the conversation or circumstances."

6. They don't settle.

Introverts aren't known for their self-satisfaction, notes Rahul Sinha, who rounded up recent findings on introverted leaders for a LinkedIn post. This continual striving for improvement can be a huge benefit in business settings. Introverts, he writes, are "likely to be aware about areas where they need to improve. This type of focus and awareness is very important to the growth of a leader and their team. This will to challenge oneself will motivate teams to do the same by evaluating themselves, their colleagues, and the team to improve."

7. They write more.

It's an old-fashioned skill that's easy to let atrophy in our tech-mad world, but strong writing skills usually lead to clear thinking and communication, according to Kahnweiler, so introverts' skill behind the keyboard offers them an advantage.

"Introverted leaders usually prefer writing to talking," she writes. "This comfort with the written word often helps them better articulate their positions and document their actions. It also helps them leverage online social networking tools such as Twitter, creating new opportunities to be out there with employees, customers, and other stakeholders."

What have been your experiences working for (or as) an introverted leader? ■



Help Us **SAVE SWIMMING!**

FOR 57 YEARS

ASCA has been the **INDEPENDENT LEADER** in the USA & the WORLD.

Advocating the fight versus corruption and doping to save swimming for our kids and everything our great sport should be. Our kids deserve a sport where dedication and hardwork is rewarded above all!

WE NEED YOUR SUPPORT! The fight is not free.

Support

The Fight to Keep Our Sport Clean!

Support

The Fight for Good Governance!

Support

The Fight to **SAVE SWIMMING!**

GIVE HERE NOW:

SwimmingCoach.org/SaveSwimming

1 (800) 356-2722



We need you!

Dear Friends of ASCA,

Support the ASCA and the American Swimming Coaches Council for Sport Development with your tax-exempt contribution. Support the Core Values, of Leadership, Education, and Certification!

YES! We want to give.

Name: _____

Address: _____

Tel: _____ Email: _____

SUPPORT LEVELS:

— Diamond \$10,000	— Silver \$500	— White \$50
— Platinum \$5,000	— Bronze \$250	— Blue \$25
— Gold \$1,000	— Red \$100	— Other \$_____

*The ASCCDS is a registered 501(c)3 corporation eligible to receive tax-deductible donations. Please, check with your tax advisor about all tax issues. Also, check with your company on doubling the donation by providing matching fund requests to support the cause: Save Swimming.

Mail Your Payment to:

American Swimming Coaches Association, 5101 NW 21ST Ave, Suite 530, Fort Lauderdale, FL 33309

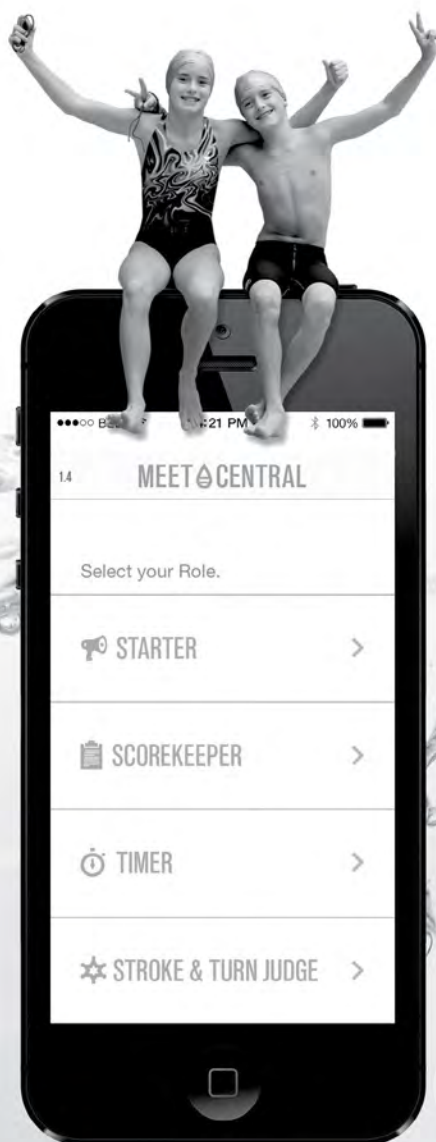
“GAME CHANGER!”

“The team at HydroXphere has completely changed the way we run our summer swim league. We are now more efficient and more accurate thanks to Meet Central. Can’t wait to see what Charlie and his team have in store for us in 2015.”

Dan B. League President
ORANGE COUNTY SWIM LEAGUE

“It’s very powerful for a summer league swimmer to be able to finish a race, and immediately get to see their results on deck. It makes swim meets way more fun and interactive for the parents and athletes, and more efficient for the coaches.”

Jordan S. Coach
NASHVILLE, TN



RELAX! Meets run in Less Time, with Less Paper and Fewer Volunteers!



Preferred Partner

Don’t miss out this summer – thousands have already benefited.

POWERED BY



info@hydroxphere.com toll-free 855.210.2736

Order your Risk Free Starter Kit today! – visit www.HydroXphere.com



How to Inspire Greatness: **STOP LEADING**

By Jessica Stillman, Inc.com



Take it from a former nuclear submarine commander, getting great things from your team doesn't mean giving the right orders.

If you were playing charades at a party and picked 'leader' out of the hat to act out, you'd probably know just what to do. Straight back, proud bearing, lots of pointing and bold gesticulations. In short, you'd act a lot like a nuclear submarine commander from a cinema thriller.

But take it from an actual nuclear submarine commander — at least a former one — that's not what real leadership is about. Not if you want to inspire greatness in your team, anyway (if you want to win a role in a Hollywood blockbuster as a macho commander, stop reading now.)

In a great and highly entertaining ten-minute talk Captain David Marquet, who used to be the top man aboard a U.S. nuclear submarine, tells the story of how he decided to flip his old ideas of leadership on their head. Giving orders, he realized, was making his crew into a bunch of yes men and creating a yawning

gap between mission critical information and where decisions actually got made.

So what did he do instead? He vowed to never give another order again (except for the final one to launch a weapon) and replaced instructions with intent, giving the control of the ship to his men. How'd that work out? Phenomenally, it turns out. Just watch his video on YouTube (Inno-Versity Presents: "Greatness" by David Marquet).

He is not the only one whose critiquing the stereotype of leaders as those who use their personal charisma and wisdom to take control and attract followers. Marquet insists that, instead, the type of people who inspire greatness "give control and create leaders." And, it turns out, many social scientists agree according to a long, fascinating article that appeared recently in The Boston Globe.

Entitled "The myth of the visionary leader," the piece by Leon Neyfakh delves into recent research showing that "the kind of leaders we idolize may be the last people we really want

in charge. The character traits that tend to convince us someone deserves power, these thinkers say, have remarkably little to do with how effective that person will be at actually running a city, or a company, or a nation."

So while we may long for Russell Crowe in epaulettes, what we need are more workaday virtues like adaptability and the ability to build consensus. That's useful to consider if you're a board member picking a CEO, but it's also a good thing for small business leaders to bear in mind — being a leader and looking like one are two very different things.

Are you guilty of confusing acting like a leader with inspiring greatness? ■

ABOUT THE AUTHOR:

Jessica Stillman is a freelance writer for Inc.com. Stillman based in Cyprus and has interests in unconventional career paths, generational differences, and the future of work. She has blogged for CBS MoneyWatch, GigaOM, and Brazen Careerist.

Word is **WE'RE ON OUR OWN** **IN A HARSH WORLD**

By David Brooks

About two years ago, the folks at Google released a database of 5.2 million books published between 1500 and 2008. You can type a search word into the database and find out how frequently different words were used at different epochs.

The database doesn't tell you how the words were used; it just tells you how frequently they were used. Still, results can reveal interesting cultural shifts. For example, somebody typed the word "cocaine" into the search engine and found that the word was surprisingly common in the Victorian era. Then it gradually declined during the 20th century until around 1970, when usage skyrocketed.

I'd like to tell a story about the last half-century, based on studies done with this search engine. The first element in this story is rising individualism. A study by Jean M. Twenge, W. Keith Campbell and Brittany Gentile found that between 1960 and 2008 individualistic words and phrases increasingly overshadowed communal words and phrases.

That is to say, over those 48 years, words and phrases like "personalized," "self," "standout," "unique," "I come first" and "I can do it myself" were used more frequently. Communal words and phrases like "community," "collective," "tribe," "share," "united," "band together" and "common good" receded.

The second element of the story is demoralization. A study by Pelin Kesebir and Selin Kesebir found that general moral terms like "virtue," "decency" and "conscience" were used less frequently over the course of the 20th century. Words associated with moral excellence, like "honesty," "patience" and



"compassion" were used much less frequently.

The Kesebirs identified 50 words associated with moral virtue and found that 74% were used less frequently as the century progressed. Certain types of virtues were especially hard hit. Usage of courage words like "bravery" and "fortitude" fell by 66%. Usage of gratitude words like "thankfulness" and "appreciation" dropped by 49%.

Usage of humility words like "modesty" and "humbleness" dropped by 52%. Usage of compassion words like "kindness" and "helpfulness" dropped by 56%. Meanwhile, usage of words associated with the ability to deliver, like "discipline" and

"dependability" rose over the century, as did the usage of words associated with fairness. The Kesebirs point out that these sorts of virtues are most relevant to economic production and exchange.

Daniel Klein of George Mason University has conducted one of the broadest studies with the Google search engine. He found further evidence of the two elements I've mentioned. On the subject of individualization, he found that the word "preferences" was barely used until about 1930, but usage has surged since. On the general subject of demoralization, he finds a long decline of usage in terms like "faith," "wisdom," "ought," "evil" and "prudence," and a sharp rise in what you might

call social science terms like “subjectivity,” “normative,” “psychology” and “information.”

Klein adds the third element to our story, which he calls “governmentalization.” Words having to do with experts have shown a steady rise. So have phrases like “run the country,” “economic justice,” “nationalism,” “priorities,” “right-wing” and “left-wing.” The implication is that politics and government have become more prevalent.

So the story I’d like to tell is this: Over the past half-century, society has become more individualistic. As it has become more individualistic, it has also become less morally aware, because social and moral fabrics are inextricably linked. The atomization and demoralization of society have led to certain forms of social breakdown, which government has tried to address, sometimes successfully and often impotently.

This story, if true, should cause discomfort on right and left. Conservatives sometimes

argue that if we could just reduce government to the size it was back in, say, the 1950s, then America would be vibrant and free again. But the underlying sociology and moral culture is just not there anymore. Government could be smaller when the social fabric was more tightly knit, but small government will have different and more cataclysmic effects today when it is not.

Liberals sometimes argue that our main problems come from the top: a self-dealing elite, the oligarchic bankers. But the evidence suggests that individualism and demoralization are pervasive up and down society, and may be even more pervasive at the bottom. Liberals also sometimes talk as if our problems are fundamentally economic, and can be addressed politically, through redistribution. But maybe the root of the problem is also cultural. The social and moral trends swamp the proposed redistributive remedies.

Evidence from crude data sets like these are

prone to confirmation bias. People see patterns they already believe in. Maybe I’ve done that here. But these gradual shifts in language reflect tectonic shifts in culture. We write less about community bonds and obligations because they’re less central to our lives. ■

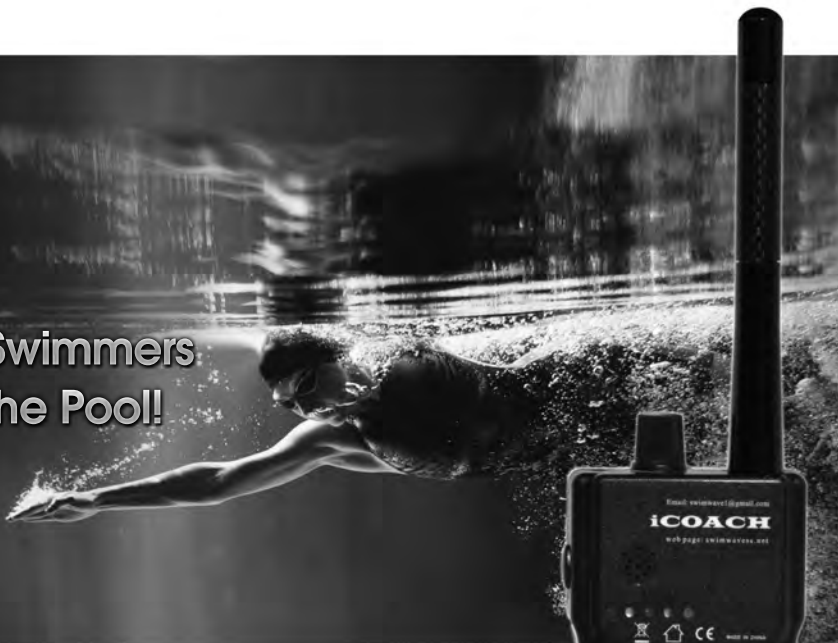
ABOUT THE AUTHOR:

David Brooks is the author of “Bobos in Paradise: The New Upper Class and How They Got There” and “On Paradise Drive: How We Live Now (And Always Have) in the Future Tense.” In March 2011 he came out with his third book, “The Social Animal: The Hidden Sources of Love, Character, and Achievement,” which was a No. 1 New York Times best seller. Mr. Brooks also teaches at Yale University, and is a member of the American Academy of Arts and Sciences.

This article was published on May 21, 2013, on page A25 of the New York Times with the headline: “What Our Words Tell Us.”

INTRODUCING: iCOACH

Talk or Play Music to Your Swimmers
As They Train Up & Down the Pool!



Learn more at:
SwimWaves.net



LOSING A LEGEND:

Longtime Landa Park Dolphins Coach, NB ICON PASSES ON AT 95

By Cameron Irvine, The Herald-Zeitung

He was a New Braunfels legend. E.E. Bud Dallmann was always a fighter, and always sharp as a tack.

New Braunfels lost the legend physically on Friday, but his memory and legacy will continue to live on with every Landa Park Dolphin swimmer, coach and supporter.

He spent 42 years in the Air Force, 18 years in uniform and spent 53 years in the Dolphins organization, which he helped establish. He was awarded the South Texas Swimming Coach of the Year, USA-S Phillips 66 national award for "Outstanding Service to Swimming," named New Braunfels ISD's "Silver Unicorn" for service to education and won a New Braunfels Herald-Zeitung "Unsung Hero" award in 2005, among many other honors.

In his 18 years in uniform, Dallmann was awarded wings and commissioner "Navigator" in 1943 reaching major rank. In his 24 years as a Federal Civil Service member, he reached GM-14 (pay level GM 15-7).

He coached three swimmers to High School All-American recognition and coached masters swimmers to regional, state, national and world championships. Dallmann introduced automatic timing to the Texas Amateur Athletic Federation.

"Too blessed to be stressed'... that was Bud Dallmann and this world is a better place because of him and the legacy he leaves behind," said Landa Park Dolphins coach and former student Paige Bird. "A family man, a coach, a legend ... serving both his country and fostering the youth in the

swimming community for decades with a heart full of love and an unwavering faith. We are incredibly blessed that God chose our community for him and his family to take root. I know without a doubt that I am not alone in saying this ... I would not be the person I am today without his love, his grace, his coaching, his mentorship, his belief in us all and the persistence that we can be better today than yesterday and better tomorrow than today. To say he will be missed beyond measure simply isn't enough. He is loved, he is treasured, and he is in our hearts forever."

Dallmann's achievements are endless, but his greatest good came as a teacher, helping build self-esteem and confidence in generations of youth. His life goal was this:

"My life goal was to be occupied primarily with something that was not motivated by money. Swimming had saved my life and given me the self-discipline, values and determination that enabled me to succeed in my military and publishing careers; I wanted to pay swimming back for that. Coaching swimming without remuneration was the choice that offered this pay back opportunity and a way to make a difference in the lives of young people like swimming had in my life."

Dallmann's phrase "better today than yesterday, better tomorrow than today" was true for Bud just about everyday of his life. His attitude helped so many close to him to adopt a similar lifestyle, a better lifestyle. Who knew a man born and raised in Two Rivers, Wisconsin would go on to life such a fruitful and memorable life right here in New Braunfels.



The man was a legend to so many and will continue to be a legend for many generations to come. That's what made Bud, Bud.

There is no formal recommendation for a daily amount of water people need. That amount obviously differs by what people eat, where they live, how big they are and what they are doing. But as people in this country live longer than ever before, and have arguably freer access to beverages than at almost any time in human history, it's just not true that we're all dehydrated. ■

This obituary was published on Sunday, July 26, 2015 in the New Braunfels Herald-Zeitung newspaper.



MainSet

Tools that Elevate Coaching Performance



Learn more at www.mainset.com/ASCA

Introducing MainSet, the first coaching tool to help swim teams improve the performance of its largest financial responsibility and most important asset: **The coaching staff.**

With **MainSet's** breakthrough feature set, coaches will now be more efficient, will improve planning, recording, and analysis and will ultimately enhance the performance of the other key team asset: **The swimmers.**

Features That Elevate Coaching Performance

- Rapid workout design & season planning tools
- Private coach-to-swimmer communication tools
- Practice scheduling with team & coaching visibility
- Unlimited video recording, editing & sharing
- Head Coach tools include schedule visibility, workout sharing, mentoring & coach-to-coach communication
- Coach networking, collaborating, & sharing platform
- Integrated performance tracking & reporting
- Centralized, secure, reliable & available everywhere
- And much more....

TeamUnify



888.326.8643

info@teamunify.com

www.mainset.com

The 2011 James “Doc” Counsilman Memorial Lecture: **THE NAVY SEAL ETHOS**

In times of war or uncertainty there is a special breed of warrior ready to answer our Nation's call. A common man with uncommon desire to succeed. Forged by adversity, he stands alongside America's finest special operations forces to serve his country, the American people, and protect their way of life. I am that man.

By Luis Lastra

My Trident is a symbol of honor and heritage. Bestowed upon me by the heroes that have gone before, it embodies the trust of those I have sworn to protect. By wearing the Trident I accept the responsibility of my chosen profession and way of life. It is a privilege that I must earn every day. My loyalty to Country and Team is beyond reproach. I humbly serve as a guardian to my fellow Americans always ready to defend those who are unable to defend themselves. I do not advertise the nature of my work, nor seek recognition for my actions. I voluntarily accept the inherent hazards of my profession, placing the welfare and security of others before my own. I serve with honor on and off the battlefield. The ability to control my emotions and my actions, regardless of circumstance, sets me apart from other men. Uncompromising integrity is my standard. My character and honor are steadfast. My word is my bond.

We expect to lead and be led. In the absence of orders I will take charge, lead my teammates and accomplish the mission. I lead by example in all situations. I will never quit. I persevere and thrive on adversity. My Nation expects me to be physically harder and mentally stronger than my enemies. If knocked down, I will get back up, every time. I will draw on every remaining ounce of strength to protect my teammates and to accomplish our mission. I am never out of the fight.

We demand discipline. We expect innovation.

The lives of my teammates and the success of our mission depend on me - my technical skill, tactical proficiency, and attention to detail. My training is never complete. We train for war and fight to win. I stand ready to bring the full spectrum of combat power to bear in order to achieve my mission and the goals established by my country. The execution of my duties will be swift and violent when required yet guided by the very principles that I serve to defend. Brave men have fought and died building the proud tradition and feared reputation that I am bound to uphold. In the worst of conditions, the legacy of my teammates steadies my resolve and silently guides my every deed. I will not fail.

Introduction by Bill Rose: This is another one of my favorite moments of the entire Clinic. Believe me: if I had to do it all over again, or even if I could have done it, I would have done it, but I wasn't man enough to do it. I wanted to be a Navy SEAL in the worst way. Just not man enough to do it. But I can tell you how proud I am of that part of our military and what they do and what they mean to all of our lives. To have our next speaker here to talk about how being a Navy SEAL may transition into our particular occupation is just so exciting. One of the new SEALs who has gone through the program (and I was hoping he might be here today is) one of our great swimmers, Larson Jensen. When I had the opportunity to coach Larson and to see him transition all the way into a Navy SEAL is probably, in my mind an even greater thing, than his Olympic success. So, without further ado,

please listen to and admire the person you're going to hear. He started at 17 years old, the youngest SEAL ever, and he spent 30 years as a Navy SEAL. He recently retired (and how he can be retired at 47 I'll never know), but the fact is that he has now retired; his current job also is to be a mentor for the Navy SEALs and what they do on a daily basis. Here he is: Luis Lastra.

Luis Lastra: First of all, following Coach Rose is perfect. The presentation he just gave in leads in perfectly to what I'm about to talk about, and, actually, listening to some of his presentation brought back some fond memories. One of them is a about 10-year-old boy growing up here in Orange County I was on a swim club called Santa Ana Valley Aquatics. We used to come up here and compete with the Mission Viejo Nadadores, who at the time, were by far the premiere swim club, and had a the new pool.

A lot of the AAU meets happened up here. I hadn't thought about this for a bunch of years, but when Coach Rose brought up the name "Nadadores," I started thinking about my swim roots back then and the adversity we went through. I remember my coach back then, and I'm not going to mention his name in order to protect him here, but we're talking about 1973-1975. I remember the coach had a technique that was pretty interesting. He demanded we keep swimming, doing the drills, not holding on to the side of the pool at times, and he had a way of warning us. He'd yell: "Hey, don't do it again, keep swimming as I've told you."

He had a little technique that was outstanding for back in the day. I don't advocate it today, obviously. But he had a big wooden paddle with vented holes in it all up and down the paddle. If he told you to continue to swim more than once, then: you got to get out of the pool; you got to get into the starting position in your wet Speedo; and you got to start swimming again, but the paddle will assist you in your entry. Believe me you would not stop swimming again. That technique, when I think about that now, is pretty absurd for this day and age — but I've got to tell you that it probably helped me in my adversity, and in my dealings in BUDs during the SEAL training, when I reached there, because I was able to say: "O.K. not a big deal." I knew not to stop swimming again. So I figured I'd lay it in with that.

Larson, let me apologize for Larson Jensen. I wanted to drag him here today with me. Actually drag him in here — probably cold, wet and sandy too. But Larson's done a great job. He actually had a mission-related thing that he's doing right now and that took priority, so I couldn't get him here today. But I do want to thank the swimming community for giving us somebody like him. In the United States, a lot of sports teams, colleges, and high schools have bred these men and have given them to the SEAL teams. I just want to thank our country.

So a quick introduction: I've spent 30 years in the SEAL teams. As Coach Rose mentioned, I came in at 17; I never had the intention of probably joining the military while growing up. It was something that at 17 I decided to do here at the recruiter's office. I wasn't even sure what service I would join and just happened to walk into the Navy Recruiting Office. When I walked into the Navy Recruiting Office, they handed me a manual with all the different ratings of the Navy and they said: "You've got to pick one of these." I remember going through that manual. All the way at the end of this manual was a picture of a guy on the beach blowing up things, demolition, with shorts way too small for him and I was like: "Oh that looks kind of pretty neat."

I grew up around the water and the ocean. I'd like to do this. (I thought.) Right off the bat, they started telling me: "Well, this is a super small percentage of the Navy." Now you've got to put yourself back in that area with me. I was 17 years old, maybe I weighed, maybe 130 pounds. I was a little kid and I was telling the recruiters: "I'd like to do this." All I got was pretty much negative feedback from them, saying: "You're too small; we don't think you can make it." Stuff like that. That stuff back then, even with my

personality, made me want it even worse. When somebody told me I couldn't, I was biting down, and in my head I was saying: "I'm going to prove you all wrong and I'm going to do this."

So making the SEALs became my immediate goal at that age. I started putting all the training into it, all stuff that I started doing on my own in order to be able to pass the screening test. Long story short: about a year later I was graduating BUDs and coming into the SEAL teams. One of the big things for me; that negative, I guess you could say, self talk that was put into my head about you're too small... I use that with the guys nowadays to get them to understand at the beginning of training. Even though I have 200 plus guys in the room, there's no reason that if a 130 pound, 17-year-old can get through training, they can't get through training.

The only problem is that, as I see it and I see it all the time, is that we can see the adversity level, and we can see the physical level of these guys. What they can handle physically. We can take them to another level when it comes to that, but as far as mentally, and what's in their heart, I can't be a judge on that. There's no way I could walk around that room with 200 guys and start picking, saying: "He'll make it; he'll make it; he won't." I've seen high level athletes, I mean Olympic level athletes, end up coming to training, and being stellar when it came to physical stuff, but then deciding that they didn't want it, and then quitting when it got real miserable, when there was a lack of sleep, and when they were cold, wet and sandy.

Then I've seen the small, high school kid, basically your nerd in school who decided and put into his mind that he was going to make it — and he succeeded. So when Coach Rose talks about he would have liked to have done that... Yeah, I'm going to beg to differ. He could have probably made it through. Anybody in this room has a potential at one time of making it through. It's just a matter of, is it really in your heart. That's what I try to get across to these guys when they check in for the SEAL training.

I'm now pretty much a dad daily to about 300 plus guys, including all the students who are coming out of boot camp, getting ready to class up. The officers within the class, the students who have been rolled back and are waiting to re-class up, those who have had injuries or problems during the program and need to re-class up. I am also with the staff, with the instructors, just in an advisory way, just being around them, talking to them, getting them to open up, getting them to understand that even with my background, I'm just as human as they are. I had mentors along the way which made me the person I am today

and I've got to give all that credit back to those folks. It is also important that they understand that someday some of them will be in my shoes.

So that they understand it, I put a challenge to them: "Before you know it," I say, "20, 30 years from now, some of you guys in this classroom are going to be in my shoes. I want you to be able to say that we, the students, took the SEAL teams from the time we joined to now, and the level's just increased and increased. We keep making it better in every way." I challenge them that when the day comes that they're up in my shoes to be able to turn around and say themselves, that they've taken it to another level.

Up on the screen you see our trident, our SEAL trident. That's our insignia. The insignia stands for sea, air and land. The breakdown of the insignia is the sea portion is the trident which relates back to Neptune the pitchfork. The air piece is the eagle. The flintlock pistol refers to land and the anchor refers to the navy aspect of it. So that's our SEAL insignia which folks are pretty familiar with. You've been seeing it on the news a lot lately in the last few months. But that's the breakdown of the insignia and that's where the name comes from: "Sea, Air and Land or the acronym SEAL."

Earning your trident everyday, building the complete warrior is what we're after. Not building the stereotype that sometimes you see on the news: the guy that can get on target, get it done, take care of the bad guy. There is a lot more to it than that. The guys we need as SEALs have to be able to—and I'll be a bit brash on here and realistic — have to be able to put a bullet in somebody's head, a bad guy's head, turn around and be able to put a suit on and go into an embassy, or come home and coach little league. That's what we're after in how we build these guys. Not just a guy that can do the mission on target and get that done, but then turn around and he's a train wreck at home.

To try to build the warrior we want, we use tools like an understanding of your loyalty priorities. Why we're allowed to put a bullet in the head of that bad guy? What entitles us or allows us to do that? The Constitution, our country, just wars, rules of engagement. All those loyalties are your priorities: loyalty to the Constitution, to the rules within our navy, to the rules within naval special warfare, to the rules within our SEAL teams and our COs rules and intentions.

In combat, we have rules of engagement which fall in there somewhere. Obviously, there's loyalty to your platoon and your teammate. We talk a lot about your team mate and your swim

buddy. What's very important to get our guys to understand is that there is a point where there could be a forfeiture of loyalty to somebody, say like your swim buddy. If your swim buddy is doing something wrong, or against the policies, or Constitution, he has to understand that there's a point where there's a forfeiture of loyalty. He has to make sure that he either corrects it or let's the leadership know for all the right reasons.

That's a tough thing to do for some of the guys. Loyalty to your swim buddy is stressed so much in BUDs — that you have to be loyal to your swim buddy, take care of him, make sure he's doing things right. But there's also—we have problems just like Coach Rose was mentioning in your community — and hey I think it's just in general and life with some of our young men and women sometimes ... and we need to understand it. If being negatively mentored into a direction by your buddy, or "Hey try this" and it's wrong, there is a point when you've got to bring that up so that we don't poison the entire community.

We've had incidences throughout the years where guys have done great stuff on the battlefield. All the great stuff you see on the news. But we have also had guys go astray with from everything from, name it, alcohol, drugs, and things like that that we've had to deal with. Throughout my career I've seen it — coming in in 1982 where the drinking of alcohol was just part of the activities, I guess you could say, in the SEAL teams. But you still needed to be able to accomplish your mission, do what you're supposed to do. There was a lot of that around, so understanding where you go with that and not getting yourself in trouble was very important. Which is what I tell these guys nowadays.

I personally understand that we are not building — no offense — choir boys. Yes, they're Navy SEALs so they've got to get this stuff done. I understand that. I'm not going to stand up there and preach to them: "Just don't drink." Because I know that they're going to go out and have some beers. They're going to go out and look for young ladies to date. (That's not exactly how I say it when I'm in the room with them but I'm trying to keep myself together up here, all right?) So — I know they're going to do those things. What I try to advocate to these guys on a lot of things is proper planning. Prior planning, thinking about it; being smart about your approach; putting those tools in place; not

getting yourselves in trouble.

So we start trying to build that from the very beginning. We put "Concern for Self" at the very bottom. It goes on up from there. I threw a loyalty chart up there so you guys can see some of the things that I use, some of the tools I use when I'm teaching these guys.

Trust versus performance... some of the stuff I've already talked about. Obviously at the top right hand corner, we want the guy to be a high performer with a high amount of trust. That's our ultimate build right there. We understand we can't always have that.

We'd rather settle for a medium performer with high trust than a high performer with medium trust.

Trust is winning out is what we're trying to get across to these guys. It does us no good to have a high performer with low trust — somebody who we constantly have to keep tabs on, who we can't turn loose in an embassy or wherever deal with village elders or families or things like that because he is a "liberty risk" as we like to say in the Navy. We also can't afford to have guys, who if alcohol is around, get over and above what he should.... Things like that. Do we completely not have that within the SEAL teams? No, I mean we still have some guys, and we're still trying to wean them. We are going to weed them out, change their perceptions. We're trying to build these guys as complete warriors.

These are some of the things we try to get across to the guys at the beginning of training and all the way through the 15th-month pipeline. Training starts with basic orientation. Actually I take it back one step further. For the enlisted guys, training starts at boot camp. They go through a standard Navy boot camp of eight weeks. From there they go to SEAL prep which is eight weeks long. From SEAL prep they come here to Coronado and they begin basic orientation, another three weeks.

In basic orientation, we're trying to check the tools that they've got to make sure that they're ready to start training. From there, they begin first phase of training. Each phase is about seven weeks long. First Phase is probably the most popular phase with the stuff you see in the media and on the Discovery Channel and stuff like that. That is where they really get thrown adversity right off the bat. That is our selection phase. That is where Hell Week occurs, the one week where they don't get to sleep, where

they're basically going the whole time. They're cold, wet and sandy the entire week. So that happens in First Phase.

In Second Phase, is the dive phase and that's where we teach them a lot about diving, and dive physics; it is mentally challenging. The physical stuff still continues throughout. Third Phase is land warfare; a lot of demolition technique, shooting, and still, like I said, the physical stuff is always there throughout training. The adversity level is still kept up but not to the point of first phase. From graduation of BUD/S after the three phases (should I say their mid-graduation point), they go into SEAL qualification training for the rest of that 15-month period. That's all about advanced skills, free fall training, language school, things like that.

At the end of 15 months, that's when they actually earn their trident and become a SEALs and go to one of those SEAL teams. So that's pretty much what our training encompasses.

Our SEAL Ethos: In 2005, with some of the issues we had as a community, we decided we needed to put some things on paper. We needed to put our beliefs on paper. What do we believe in as a community. We didn't want it to come from the most senior admiral down to us on "this is what you guys believe in," so what we did was we got a large group of guys and we met out at San Clemente Island. We built our SEALs Ethos on things that we believe as a community. We could all agree on that these are the things we want to build in our guys to the level we want them. These are the things that we should rally around.

This has been a great tool since 2005. I use it in training, and I'm going to use it today almost the same way I use it with them, so that you guys will understand how we tie this in. First of all, I tell these guys when they come to training (like I said I have over 200 of these guys and out of that 200 we are probably lucky to graduate 50) that I understand that some of them are great gentlemen, which they are. To come to the SEAL teams, whether they make it or not, is very honorable. I understand the program is not going to be for some of them and they're going to move on.

In my mind what I truly care about is even if you take the word "SEAL" out of this thing, still, as a person, all these virtues within this Ethos apply. That's what I try to instill in these guys from the beginning: understanding the virtues

within the Ethos as a man. ***"Honor, courage, commitment, humility..."*** Every paragraph has got a couple of them. The first paragraph: ***"In times of war and uncertainty, there is a special breed of warrior ready to answer our nation's call."*** The loyalty chart: our nation's call. Why we're allowed to do what we do: our nation's call.

It's because our nation has said, "Yes, we're going to war." These are the rules that we're going to follow when we go to war. ***"A common man with the uncommon desire to succeed, forged by adversity, we stand alongside America's finest special operations forces to serve his country, the American people, and to protect their way of life. I am that man."*** Understanding why we do it. Then the last statement on there: "I am that man." I challenge them with that every day, and I ask them to challenge themselves with that for their entire career and throughout life. Are you really? Are you performing at that level, because if you are, great, but if you're not you better get yourself on check.

My trident is a symbol of honor and heritage bestowed upon me by the heroes that have gone before. It embodies the trust of those I have sworn to protect by wearing the trident. I accept the responsibility of my chosen profession and way of life. It is a privilege I must earn every day. The trident, which you saw at the beginning, is our symbol. Earning that trident everyday by your performance in every aspect of life with what you do at home with your family is very important. I challenge them to take it beyond the SEAL teams, take it all the way, as I like to put it, to the day they put their foot in the box, their body in the grave. Live by those values and virtues. Set those goals and challenge yourself throughout life.

Ethos: ***My loyalty to country and team is beyond reproach. I humbly serve as a guardian to my fellow Americans. Always ready to defend those that are unable to defend themselves. I do not advertise the nature of my work nor seek recognition for my actions. I voluntarily accept the inherent hazard to my profession, placing the welfare and security of others before my own."*** Understanding humility, we do not advertise the nature of our work. Sometimes it is a little upsetting to me when I see ex-SEALs in the media talking about events that have occurred and giving their opinions about them — not that they are saying bad things, but it's just not who we're supposed to be.

"Placing the welfare and security of others before my own." Absolutely. our guys are great about doing that. I have yet to see any SEAL who, when the adversity level kicked up, didn't engage or do what they had to do. I try to get them from the beginning to understand what they're signing up for, in a very frank way of understanding for example that I may be on target and my buddy might get shot next to me. I cannot get overwhelmed or overcome by event. I have to do what needs to be done whether it's to put down suppressive fire and do what I need to do to accomplish our mission. Having the ability to keep all that in check is tough. Much easier said than done, believe me. I mean, we're all humans. We have to be able to even re-engage and turn around and even get back in the Humvee hours later possibly and perform another operation. Our guys are great about doing that.

"I serve with honor on and off the battlefield." I'm going to stop on that one right there. The "on the battlefield" part... our guys have that wired, truly and for the most part. The "off the battlefield" part we have to work at constantly, making sure that the values and virtues and all that are applied. The "on the battlefield" part entails understanding just wars, rules of engagement, understanding that you are a warrior, the code of the warrior, what that is. The best warriors do have a heart.

When you're in countries, and dealing with families and things like that, you understand that those values still apply. You've got to be a warrior, but you've got to have a heart, and you've got to deal with people fairly — which is tough nowadays because sometimes the enemy that we're fighting doesn't wear a uniform. The way I explain it to a lot of the guys is this: I ask them, and I point at one guy, and I say: "Look at it this way. If I came to your country, and you and your family supported me for coming to your country to get rid of a dictator or whatever you didn't believe in, and I was doing all the right things, but by accident, I killed you, would your family be upset? How many members of your family would now possibly have a change of opinion of what our mission was there?"

We are getting guys to understand that, and having a heart, and that it's not just about getting on target, and getting at it, and using terms like "dehumanizing the enemy" or referring to the enemy as "savages" and things like that. We are there for the right reason. We are trying to build a country, so we can give it back to them, so we

can come out.

I've been asked by very liberal college professors and people who are friends of mine about my beliefs of the war. Personally, the only thing I could tell you folks is this much. To me, my guys, our guys, our boys, to me...one death is not worth that whole part of the world. That's just my opinion, but it leads into this, and I do believe this and the reason why (and you're probably saying to yourself: "Then how do you get over there and do what you got to do?"). We have kept it out of our country.

Other than 911 and some small attacks, we have kept our malls from starting to blow up. We are meeting them on their playing field and doing what we have to. That's how I can justify what we're doing. But I do care about the people in those countries though. The boys. To me, every time we lose one it hits me right here especially because a lot of times, I've gotten to work with them, I've gotten to train them. I've taken guys that I saw go through SEAL training and have gone to war with them. Saw them doing what they had to do on the battlefield. So it's very near to me every time we lose one of our guys. But the on and off the battlefield, going back to that..., definitely trying to get the guys to understand those things. I know I've strayed off a little bit. Sorry folks.

The ability to control my emotions and my actions regardless of the circumstances sets me apart from other men." Just talked about that, as far as if my buddy got shot next to me. How do I deal with that? Do what I have to do. Uncompromising integrity is my standard, driving that everyday to the guys.

"My character and honor are steadfast, my word is my bond. My word is my bond." I get into that. There was a time, and I still believe that that time is still in our country, where you should be able to shake somebody's hand, look him in the eye, tell him you're going to do something and stick to your promise or your word. Sometimes now when I put it to them I go: "Whoa. Let me ask you this: if you decided that you needed a loan, and you sign on the bottom line that would pay back that money, is that your word? Is this your bond?" The guys usually answer: "Yes, master chief." Then I say: "Well, is that happening all the time, or do we have people deciding that they're going to sign on the bottom line and then they want to get bailed out?" The guys understand it. If you say you're going to do something, then do

it is what I'm getting at. I understand different situations and all that. Things like that happen, but the bottom line is: if you say you're going to do something, do it and hold to that. I'm trying to get that across to these young men. They're great about it. I mean they understand that you got to continue to drive that point.

I like to use an analogy about a SEAL and how our guys are. A SEAL to me is like a fish that I'm fighting, and that fish is as strong as heck, and it keeps pulling the line on me, and I keep reeling that guy in. I am constantly having to reel that fish in. I may never land one of our guys completely on a lot of this stuff, but I'm going to keep reeling and trying to until either my line breaks or I die. That's basically what are guys are. We constantly got to keep ourselves in check — and it's not only our guys. As Coach Rose was talking about situations, it's the people in our country. We got to keep ourselves in check. Constantly check ourselves: are we living to that level?

I tell the guys: "Hey, I'm not going to put myself up on this big pedestal, guys. I'm just trying to work at being this Ethos every day. I do make my mistakes and you guys will also make your mistakes, but learn from them. Learn from them and move on. Not to embarrass you, but letting others know what your mistakes were so they understand how your course corrected and how you arose from that negative situation is very important." *"My character and honor are steadfast, my word is my bond."* I know we've just talked on that also, folks.

"We expect to lead and be led. In the absence of orders, I will take charge, lead my teammates and accomplish the mission. I lead by example in all situations." Expecting to lead and be led. In the military, you have rank and structure. I ask the class this all the time. I say: "Let me see a show of hands. How many leaders do I have in this room?" Usually I get half the folks putting up their hand. I saw somebody bring a hand up there, good job. Truly everybody—I want to see everybody's hand go up. Like I told the guys: "If there's two of you in a room in any situation, one of you guys has to take charge." If you're both like, "What do we do?" Somebody better take charge.

Somebody better lead, pick it up. We drive that pretty hard to our guys. To lead, open your mouth. It's good and bad, believe me. Even in platoons, I have had some very opinionated young guys, and sometimes it gets overboard

where they're feeding me their opinions. I'm taking them all in because a lot of young guys have taught me a lot of things. But then it gets to the level sometimes where it's like: "all right lock it up." So understanding that you got to take charge in lack of leadership situations is very important.

"I will never quit." Easier said than done. I ask the guys at the beginning of every BUDs class with 200 of them in that room: "How many of you guys told somebody in your family or friend or whatever that you will not quit BUDs training?" Every hand goes up in the room. "Great," I say. I see that every class but it never ceases to amaze me that three weeks from now when you start First Phase, I will see in that first week of training between 10 and 30 helmets on the line that have quit. So much easier said than done. Like I tell them, like I said earlier: "Is it in your heart? We'll find out." They're nodding their heads, "Yes it is master chief." Worst of all is when someone says "I've been wanting it my entire life," and then you throw a couple of hours of adversity at them where they're cold and wet, and the next thing somebody's quitting on you. So it's just you never know, but that's what we're trying to instill in these guys.

"I persevere and thrive in adversity." I've been talking about that all morning. *"My nation expects me to be physically harder and mentally stronger than my enemies. If knocked down, I will get back up every time. I will draw on every remaining ounce of strength to protect my team mates and to accomplish the mission. I am never out of the fight."* Never being out of the fight doesn't always mean fighting. It's winning the battle or winning the actual war not the battle type approach that they have to understand. Sometimes directly fighting something is not a win situation.

Sometimes I use a scenario of being in a bar say down here in Pacific Beach. Say you guys are in there and somebody wants to start something with you. They're looking at you, and it's gone to that point where they're instigating. What are you going to do? Are we going to go ahead and start a fight and let this take us over and get into trouble and bring down our community? Are we going to figure a way to get out of there and get out of the situation? So I get them to understand that sometimes fighting isn't the best approach to winning the actual fight.

We demand discipline; we expect innovation. We want our guys to be thinkers. We demand

discipline — and that's the fish I've got to constantly be reeling in: discipline. Like I said earlier, our guys are—they got to get at it. We want them to be warriors, but it's constantly keeping them in check, keeping the discipline in place because we need to have that...like Coach Rose was talking about uniforms. The SEAL team's world is a bit more slack on uniforms than the regular armed services, but we still need to be in a certain uniform, clean shaven at times. I know overseas sometimes we have to grow beards and things like that, but understanding for that specific situation a beard applies, but when you're out of that, you instantly take that thing off because you're not going to fit in.

Constantly keeping the guys in check. One of the ways I explain that to them is to ask them why they wear camouflage? "To blend in, master chief." Absolutely. So if you're going to go into an Embassy, how do you blend in? Put a suit on, cut your hair; or if you're going to go into an army messing facility where all the soldiers have their pants, blouse, and name tags, you don't go in there in your field camis looking like heck, setting a bad example. So that's something that we deal with everyday on the uniform side of it. The thing about our guys is they're free thinkers in a lot of ways, but that fish: if you let it start rolling on you, it will just keep taking line on you and that line will end up around your neck if you're a leader.

The minute you back off a little bit on the standard for the uniform (and they're really good about ganging up, playing mom against pop and all that good stuff), the minute you start coming off of that standard, because let's say we're in the desert, or on an island and they ask: "Sir, why do we need to shave this morning, we're on an island, we're in the middle of a desert, it doesn't make sense? The minute that OIC says: "You're right, guys, that's cool" then the next thing not only are the beards growing but they're in the wrong uniform, they're in a civilian t-shirt, they got a baseball cap flipped backwards, the CO decides to drive out there, we're all in a world of crap.

So— we to get them to understand that and keep them in check because that's just the way we are. It's never quite enough when we start bringing down the standard. I guess if any lesson learned is to be learned from that, it is: set your standards and stick to them. A lot of leadership stuff that I've studied from coaches, great coaches like Lou Holtz (and this was one of his big ones) say: Never compromise your standards. The lives of

my team mates and the success of our mission depend on me, my tactical skill, my tactical proficiency, my attention to detail. My training is never complete.

Attention to detail and all of those things, we derive in training. Our training is based on such discipline that even the way they wear their life jacket, and even though they're in and out of the water, their shirts are immediately tucked in and all their buttons are certain ways. Constantly attention to detail, because we're checking them to see if they're picking up the small things. Are they're looking around at each other to help each out? It's not just about I'm ready to go so I'm good. It's about I'm ready to go and now I am looking around at my bodies or helping that guy who might be a little weaker than they are.

Or in situations where we ramp up the adversity, we see the strong guys sometimes come off and we see some of the weaker guys come up. It depends on the level when you—everybody has those moments of weakness. Understanding that is when you rally around each other as a team. I think that applies to stuff that you guys do everyday as a team. Coaching swimmers who have had set backs. What do we do? Do we get upset about the setbacks? Do we let them take us down? Or do we refocus, recourse, correct, set another goal and get at it? My training is never complete. That is something I tell the guys all the time.

The reason I know what I know, or have gotten good at whatever I've gotten good at is my ability to sometimes just shut the heck up, listen, take it in, not be full of myself, go to the outside, find those subject matter experts, listen to them. You can massage and take it from there, but that's how you get better. It's constantly being open-minded, being able to learn, always realizing that even though you may have met your goal, you never really meet your goal. You just set another one and move on. Very important. I tell the guys all the time that even though I've had a 30 year SEAL career I'm setting the example to them daily.

I can't preach any of this stuff that I'm talking about up here if I'm not living by it myself. I'll throw my credit report right in front of every student. They can look at it or whatever. They can learn from my mistakes, whether it's family-related, whatever. It's being open to them. Learning from each other's mistakes is very important.

Relationships. This is kind of a little bit off track but you guys will probably like this one. You guys have probably heard of the mental coaching stuff, the sports psychology, the big four, which are goal setting, visualization, arousal control and self talk, those four things. We apply those during training, but when I'm talking to the big four to these young guys, they're like: "What?" The Big Four of relationships. They're still looking at me, 200 of these guys sitting around. I go: "That means the girlfriend." Be noted, that all we have is guys in the SEAL teams at the moment but the girlfriend, the fiancée which is two, the wife and then the wife with kids, which is four and each of those being another step and on each one of those steps you have to basically make sure both of you are on the same sheet of music. You both have common goals or even if the goals aren't common they at least both understand each other's goals. Obviously with the girlfriend, you may not be alike in whatever and it gets to that point where it's time to find a new girlfriend or whatever. Got it. No problem there. Unless you get her pregnant. Then you move in to step number 4; you take the short cut.

The next level would be the fiancée. Now you've been around this girlfriend for awhile and you're thinking this girl is really squared away ...I want to stay with her... we have things in common... thinking about making her my fiancée and the next step. This is just more of you really have to understand each other. You really got to understand each other, and understand if you want to be a SEAL for an entire career, she better know about it, and she better be good with that. Or if you roger up to hey I'm only doing one more deployment and then I'm getting out and going to school. If you've set that and agreed on that, great, that's fine too, but you both have to understand each other.

Even doing a deployment during that timeframe I think is very important, so that she understands that you will be gone for six months or greater at a time, and she understands and she can deal with that. I'd rather one of our guys find when he's overseas that his fiancée is in tracking or heading in wrong directions than end up being married.

The next step is being married, very important. Having common beliefs, desires and understanding each other, you're taking it to the third step. Even with the fiancée, you could still move away from each other because it just wasn't right. When you move into the marriage

piece now, that's a little bit more difficult. Now with your matrimony, I tis very important that everything that you put into place now that you both have the same common desires, supporting each other and all that great stuff. I tell the guys all the time that if you don't have things in common you're going to basically do nothing but attract lawyers. So the guys have to understand it.

The third step is when you decide to bring kids into the equation. Now when we talk about that loyalty pyramid on self, for country, your family and kids fit up here some where. You have to understand that and before you take a selfish approach to being a SEAL or your mission comes first type thing. Now you have a wife and kids in the equation, and you better make sure that they are taken care of on the home front before you deploy because if they start having problems on the home front while you're deployed, you're not going to be able to do mission correctly.

So at each one of those steps, I get these guys to try to understand that they're taking it to another level. It goes back to prior planning on everything we do. From having your gear ready in the morning, to going to a bar and going to have some drinks, and having that designated driver or many things along that line. It goes right back to that. Being transparent about it, like I said, I have 30 years in the navy. My job came first, I deployed when I had to. I got married a few times. I never had kids, kids are great. My blessing I just didn't have them because of my career and I got great nieces and nephews and everything but I've learned and I make sure I get that across to them not because I want them to understand about my Jerry Springer lifestyle but I want them to understand that hey it could happen to you.

Please learn from some of my mistakes. Some of the things I'm telling you apply. I'm married now; my wife is here today. She is my critic. When I found my wife, we had a lot of things in common, physical, activities, things that I like. I like to be physical, and I like to go out and do things, and I wanted somebody who did that. Unfortunately, for a few girls before my current wife, they ended up being tortured, I guess. The guys used to say: "Well, Master Chief, yeah they're all really nice looking girls, but they all seem to leave you." I would say: "Yeah guys but they can't say they didn't leave me in the best shape of their life."

So my wife now. I was told within three weeks

that I had to deploy for a year in the Middle East and I didn't have much choices on that. I had to do my job. She completely understood, after we had been married for just a year; she took care of everything at home; it was great. It made things so easy in my relationship that now I'm looking back and wondering what I was thinking about on the other ones. But the thing is that you just don't know. So you got to live and learn, and hopefully some of these guys can learn from my mistakes. I know I got off track a little bit. Sorry, folks.

"We train for war and fight to win. I stand ready to bring the full spectrum of combat power to bear in order to achieve my mission and the goals established by my country." The goals established by my country means making sure that the guys understand that this is your code as a warrior, the reason why you can do what you do. "Bring in the complete spectrum of combat power." Got it. Our guys—I don't have to coach that at all. ***"The execution of my duties will be swift and violent when required yet guided by the very principles that I serve to defend."***

Basically just the principles. Once again, we're driving those virtues. It's very important that our guys understand the reasons why they can do things. It is very important that they understand these virtues and codes and what allows them to do what they have to do. We find that, as long as they understand what entitles them or allows them to do it, guys can deal with doing the bad things and the nasty things that they have to do on the battle front and come back and be that guy who can teach little league. I try to get them to understand and I use the example of a sworn police officer. He knows. He goes to the academy; they tell him what the laws are. He does understand that he may have to shoot somebody in the right situation, for all the right reasons, and as long as that police officer does that during a situation for all the right reasons, he can live with himself and should be able to continue to do his job fine and move on.

Our guys: same thing. Our guys, if they do that, can come home and deal with it really pretty well. If you stray from that, as I told them, even on the battle front...if you stray from that and do a heartless act or pull a trigger, you're still making the call on what you're doing with that trigger and you may even get away with it. You may get away with it, but you're never going to get away with it inside your heart. You're going to have to live with that for the rest of your life

and that's where stuff like PTSD comes in, post traumatic stress disorder.

If you load yourself up with a lot of negative things from the battlefield, you're going to have a hard time living with yourself and that's where PTSD a lot of times kicks in. But if they understand why they're allowed to do these things and they do them for the right reason, they should be able to turn around and live with themselves. They should be able to come home completely and feel comfortable about what then did for their country because of the Constitution. We go right back to the loyalty scale.

Brave men have fought and died building the proud tradition and feared reputation that I am bound to uphold. In the worst of conditions, the legacy of my teammates steadies my resolve and silently guides my every deed. I will not fail." Just working together as a team because of the level of the guys that have fought and died before me. Not only are we're taking it to that level, got it, but we also take it to another level. Be better than they were; build guys; I will not fail. That's what we instill in these guys from the beginning of training. No matter what the situation is, you don't quit, you don't fail. If you run into a wall (and we as humans in training also understand that there are going to be failures when you didn't accomplish the time you were going to try to meet or whatever), you refocus; you reset; you course correct and you get at it again. You've only failed when you completely quit. So you truly haven't failed until you decide I am done. I am defeated.

So that was our Ethos. Simple SEAL Code: "Loyalty to country, team and team mate. Serve with honor and integrity on and off the battle field. Ready to lead; ready to follow; never quit; take responsibility for your actions and the actions of your teammate; excel as warriors through discipline and innovation; train for war, fight to win; defeat our nation's enemies; earn your trident every day." That's something that I get these young men to memorize from the beginning of training, and I get them to understand that it's not a memorization drill. It's actually understanding what those words mean and living by them. Very important. Use of a code I think is something that you could use in any organization. Use of a simple code of five liners something like it's kind of hard to memorize our Ethos but the Code gets to the point. I think any organization can put down a code and say: "This is what our beliefs are."

The best way I think to do it is to rally the troops, your swimmers or whatever, and ask what do you believe in as a group, as a team? They'll start telling you things and we just write them on a dry erase board. Then you say: "O K, we're going to pick five of these things, and these five are the ones that we're going to live by this season." Then, anytime they get a little squirrely, you could bring those five back up and say: "Remember this one? Are we missing it right there?" I think it works great. I've seen some of the Olympic teams and different facets of the Olympic teams apply codes and I think it works very well as a team because they have personal ownership — especially if the guys have built it. If you don't just deliver it, and if it's been built by them, it works and it is really easy to do.

So anyhow, I'm going to hold my ground. When I dealt with the Iraqi counter terrorist forces in 2005, 2006, I used and applied a code. I had 375 guys, Iraqis, with the translator and I tried to build unit integrity and all that type of stuff. The odd target tactic itself was easy — not easy, but that's what our guys were really good at teaching them. But all the other stuff that I have been talking about today, trying to drive that into a 375-person unit, built up of CIs, Sunnis and Kurds that all had different religious beliefs was a bit tough. One day I was thinking about what I could do, and I thought the SEAL code. "I'll build them a code," I said.

So I started writing things down on a piece of paper that I thought might apply to the Iraqi guys. I invited some of the NCOs and said: "So what do you guys think of this? Feel free to change it. I want it to be yours. It's just an idea I had." When we started going down, we changed some of them a little bit. The big one that stayed was "religion by choice, united as one." We all know how tied that whole part of the world is to religion and getting them to understand that no matter what your beliefs are, if the virtues are good within that belief or that religion or that God, you're good to go and they started, "Yeah, master chief." Or they used to call me "Sgt. Major Lu." "Sgt. Major Lu," yeah you're right. Yeah, okay, I got it," ...because they wanted to turn it into united as one under one God and I tried to explain them: "Guys, as long as people are doing good things, you guys can have somewhat different beliefs, but you're brothers as a unit."

They have gone through a screening process, a small SEAL training type of thing that tied

them all in as brothers. They left that in their code which is still alive in that unit to this day. That code helped me immensely with that unit on getting the point across and getting these guys to group up and team up. Here it is in English, and I kept it very simple you can see but I did put it on them to go ahead and change some things. The only one I stuck hard on was the religion by choice, united as one.

I wanted the guys to understand that as long as people are doing good things, good virtues I could care less who they pray to. There it is in Arabic which I still hope it says what I wrote but somebody here could probably go: "Hey, Sgt. Major Lu you know what they wrote on there?" I don't know, all right. Last but not least guys, here's a picture of the Iraqis and if you look right down at the middle, one guy's got his hand on my shoulders, so I'm blending in there with all the other Iraqis.

Teaching our guys is a piece of cake compared to bringing it in to that group of guys. So any time I have problems with our guys nowadays that completely helped me out as far as being able to mentor. I had the language barrier, and the guys used to joke around about how I was going to disappear one of these days and how they're going to lynch me. I never knew—initially — if my point was getting across through the translator but I got to tell you at the end of my tour there with those guys, they really understood that I cared about them. When they understand that you're really there and you care about them and want them to succeed as a country, they open up to you. I try to drive that into our guys every day that that's the best approach to them when they're overseas and fighting this war.

I did one more thing folks just as an example and I just threw that on there too. The other

day, I was sitting down and just wrote some things, but that's just an example of something that you can go with it as swimmers or as any coach. That's just an example of how you could possibly tie these codes with whatever you're doing. Everybody got the pictures of it? So you guys start to apply this and you open your mails like, wow, where did that come from? But anyhow it's just an example but you guys I think get the idea of where you know where I'm going with this.

That concludes my presentation.
Thanks, folks. ■

Retired Navy SEALs Master Chief Special Warfare Operator Louis R. Lastra was the command master chief at Advanced Training Command.

start with VELOCITY

Designed for fast, solid starts, the Velocity series is the next generation of starting blocks.



Scan for your free sample of TrueTread™ or visit <http://bit.ly/TrueTread>

SR Smith™

Serious Equipment • Serious Fun

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



PARAGON™ DECK EQUIPMENT

GRIFF'S GUARDING SOLUTIONS

Griff's Guard Stations are designed to provide maximum viewing and increased lifeguard effectiveness, supporting Tom Griffith's Five Minute Scanning Strategy. Dual access assures that swimmers are covered during shift changes. Our new stations are versatile, easy to move and assemble quickly.

GRIFF'S VISION GUARD STATION™

- Patent Pending Design
- Minimum Footprint Maximum Impact
- Lighter, Less Costly, and Ships Flat
- 3 Heights Available



ALL TERRAIN GRIFF'S GUARD STATION™

- Most Versatile Guard Chair Ever
- Super Portable - Tip and Roll With Ease Over Any Terrain
- Front and Back Guard Access

Ph: 845.463.7200 • Fax: 845.463.7291 • WWW.PENTAIRCOMMERCIAL.COM



American Swimming Coaches Council for Sport Development
5101 NW 21st Ave, Suite 530
Fort Lauderdale, FL 33309

NONPROFIT ORG.
U.S. POSTAGE
PAID
UNION, NJ
PERMIT #298

RENOSYS... WHERE RENOVATION MEETS INNOVATION



©2013 ARS Inc.



RenoSys began in 1988 with a simple proposition: Deliver Game Changing Ways to Solve Commercial Pool Operator's Problems.

Thousands of clients and 25 years later we are proud to be the unquestioned leaders at fulfilling the promise within that mission statement. Involve RenoSys early in your pool construction or renovation planning, and we promise to show you superior products, creative ideas and state-of-the-art technology as well as how they can all be integrated to save you substantial amounts on bid day. Call for the whole story or visit our special web page...www.renosys.com/game-changers



RenoSys®

Call for a Free Estimate 800.783.7005
www.renosys.com • info@renosys.com

GAME CHANGING IDEAS FOR AQUATICS™



PVC Pool Shells



Recreational PVC Flooring



Gutters, Grating & Perimeter Solutions



Aquatic Conversions



Stainless Pools & Spas



Elevated Pools & Spas