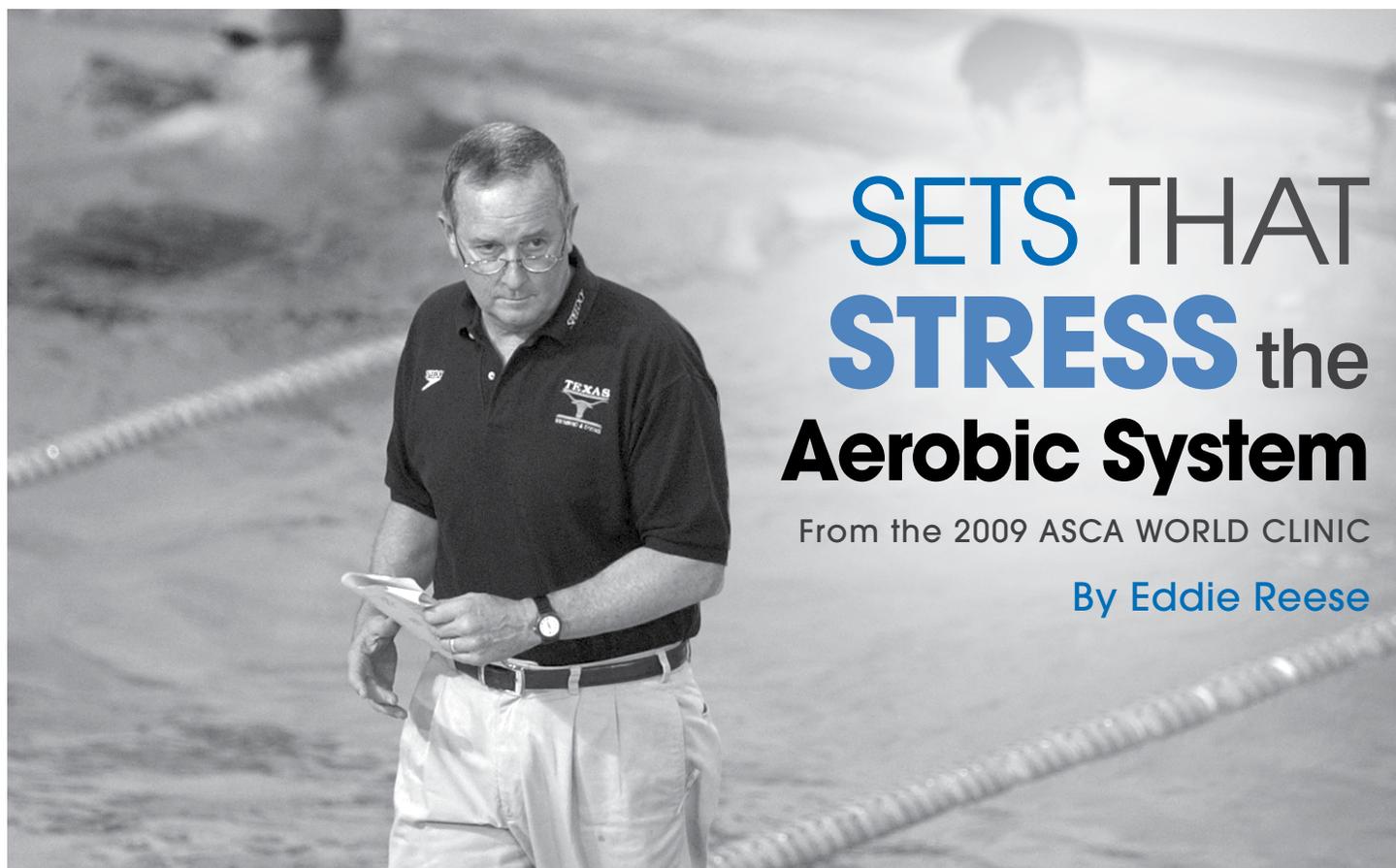


ASCA NEWSLETTER

American Swimming Coaches Association

Leadership • Education • Certification

2015 EDITION | ISSUE 7



SETS THAT STRESS the Aerobic System

From the 2009 ASCA WORLD CLINIC

By Eddie Reese

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INTRODUCTION:

My name is Bill Rose and it gives me great pleasure to introduce one of my heroes. Eddie Reese has been at the University of Texas since 1978. He has had 9 NCAA Championship Teams. He has been the ASCA Coach of the Year twice. He has been the Olympic Coach for the United States multiple times. Just this year, on the World Championship Team, he had Aaron Peirsol, Eric Shanteau, Ricky Berens, and David Walters. Every time we have a championship team – Olympics, World Championships or whatever – you can be sure Eddie will have multiple swimmers on that team.

Eddie Reese taught me one thing a few years ago that I will never forget, and I run every workout based upon the two words that he talked about and I hope he will talk more about them now because it means so much to everyone and it is simply “more better.” I give to you, Coach Eddie Reese.

Coach Reese:

When I talk about career training, I am not talking about you or me. I am talking about the swimmers. I'm assuming most of you coach age groupers and that is a very, very important aspect of a swimmer's success in their career, so that is my reason for the talk. I have very strong feelings about what I see in athletes as they come into college. There is a physical equation for success and the biggest component is aerobic training. You have a place in that, particularly if you are an age-group coach, because you can make more improvements and better changes to the aerobic system – the internal drive of the body – when the swimmers are at a younger age than when they're 18 and over.

The three things that we worry about training are the anaerobic system (going fast), the aerobic system (going easy, and “easy” is relative), and the nervous system.

With the aerobic system, it depends where you

ASCA Newsletter

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

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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:

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Continued from Cover

start. At 10 and under, they can get aerobic benefits just by moving back and forth in the pool. But by college...I once had a college swimmer go 8 X 400-yard freestyle on 4:30. I asked him to hold 4:00 to 4:05, which he did. He had a 90 heart rate. I did him no good. He wasted his time. I just wanted to see what that would do. He was such an aerobic animal that the set was valueless for him.

It's hard to separate those three systems. I'm going to try to zero in on aerobic today and leave the other systems out, even though I know you can't do that. You don't ever do that. You can't do it in a workout. Even if you swim 3,000 for time, you're still training some part of each component. But today I am just going to talk about the aerobic side.

Anything and everything you do will make them a better swimmer. It doesn't matter if it's push-ups off the knees or swim for 10 minutes or kick for 10 minutes. With age-group swimmers, their aerobic system is in a place that anything is going to help it and I am not too worried about that group. I am a little worried about them technically, but not aerobically.

There are many reasons why swimmers can be successful early in their career. Have you ever had a 10-and-under gymnast come into your swimming program? They take off because they have strength. My program may have nothing to do with their initial success but, going forward, aerobics is absolutely necessary for them.

So how do you design aerobic sets for young swimmers? For aerobic sets I definitely prefer freestyle and freestyle kick because of the rate at which you can move. You put the greatest stress on the circulatory system with the faster movements. In butterfly and breaststroke you're moving more toward the muscular system, so all my breaststrokers are freestyle kickers for at least 8 weeks at the start of the season. They hate it so I know it's good for them. Isn't that how we determine things?

What I like for an aerobic set is something like this: (100 free /50 kick) X 6 to 8 rounds.

The interval for the 100s freestyle can be anything -- 1:30...1:40...1:50...2 minutes

– you have got to decide that. For aerobic improvement at a young age you do not want any less than 15 seconds rest – or any more than 20 because you want improvement in the aerobic base. Obviously, the 50 kick is on a different interval and I will get to that in a minute.

Heart rate is real important. My brother and I went into the head of our Kinesiology Department one day and asked: How do we improve the aerobic ability of someone who is in college and they have already worked hard and been through it? This a guy who was in charge of most of Lance Armstrong's training and all of his testing during his success in the Tour and he said – and this really scared me – he said, to improve aerobic ability in someone 20 years old you must improve or increase stroke volume. That scared me right there so I said, how do we do that? He said, you must have them swim at a 160 to 180 heart rate with 10 to 15 seconds rest and do it again and you have got to repeat it. He said, some people on your team can do it 10 times and get better. Some people may have to go to 200s with 10 or 15 seconds rest and do that 8 or 10 times. Check their heart rate.

Everyone has different needs, whether you are a beginner or pro. Even at the pro level there are differences. Eric Shanteau and Aaron Peirsol have different aerobic needs than Dave Walters. Dave has become a 50 man, much to my chagrin, but as he said last year – when I go real fast in the 50 this year people will look at a new way to do it. He is a 4:14 500-yard freestyler and he went 19.1 or 2 in the 50 and, as my team will tell you, I do not know how to coach sprinters. I get them to go fast, but I do not coach them the logical way.

I like to throw kicking into my aerobic sets. Follow each 100 freestyle with a 50 kick. Make the interval so they get 15 seconds before they start the next round and as they get better, you know to increase the number of rounds. I like to start gently and build up gradually. I had a friend who coached at a college where in the first week they were at 7,000 in practice and in two weeks they were fatigued. To me, fatigued means not recovering on a day-to-day basis. So they went up to high yardage real quick and stopped. In our program, after four

weeks we are still going up because we started with 4-5,000, 2,000 of which is stroke work. We do 20 minutes kicking – 40 minutes aerobic whatever, but we work up gradually. We build into it. I think that is all this sport is, isn't it? My opinion is that if you start gently and build gradually, they are going to reach a higher level before they fatigue and fatigue is very, very important. That is where the body makes changes. What the workload tells the body is – you are not fit enough to handle this. You have got to make some adjustments.

Another aerobic set that I like for young kids is:
» (100 free on 1:30/100 IM swimming free instead of fly on 1:40) X 5 to 8 rounds.

» Early in the season I do not see any need to do butterfly. Most 10 and unders are not strong enough to do the stroke right anyway. I can remember listening to someone talk years ago about 10 and unders and 8 and unders – the ones that are not very strong – and how they did just kicking most of the time with them. As they get stronger at kicking, we can put in the stroke drills. The number of rounds that you do depends on how good the swimmer is.

Here's another set that I love, particularly for age groupers:

» 5 minutes swim/4 min. kick/3 min. swim/2 min. kick/1 min. swim

We have 9-year olds in our camp and I see them 2 hours a day. I see everybody and I love a 5-minute swim followed by a 4-minute kick. That's aerobic for younger kids. It's something very, very simple and then you can measure the distance they go, keep a record of it, and they can get better. It is so hard in the competitive world that we live in – US of A and the competitive world of swimming – not to have swimmers feel bad when other people beat them. That is going to happen. It always happens, so I try to give them an anchor, which swimming does better than any other sport. You can be 30th in an event but if you swam 5 seconds faster than your best time, it's like you won the event. The coach is happy, the swimmer is happy – and with sets like this, you can do the same thing in practice.

I have the biggest problem with my swimmers

Sets that Stress the Aerobic System (Continued)

when they come into the weight room. I had a breaststroker come in last year and he could bench-press 3 X 115 pounds and as I told him – so could his 8-year-old sister. I didn't tell him that, but it was a good thought, you know. Brendan Hansen would do 6 X 240, but this guy doesn't have to bench-press like Brendan Hansen. All he has to do is make himself better – just get better. Do what it takes to get better. That is my motto every year. We never aim to win. We do not worry about that – just keep getting better. What happens if a swimmer gets significantly better every year? It doesn't matter where they start. Pretty soon they are beating good people and I do believe it is a simple process.

I was at the Open for five days and at Juniors for three days. We have more talent in this country than I have ever seen in my life and I have been doing this for over 10 years – whoa – that is not a laugh. We have great talent out there. We need to prepare it and it is hard to do when somebody breaks out and starts going fast. We want to do race-pace stuff and race-pace stuff plays a part in every season every year, but I do not believe it is a major part, particularly for younger swimmers.

Here's another aerobic format that I like for younger swimmers:

» 8, 12 or 15 X 100 free on whatever interval gives 15-20 seconds rest

You can do the same thing for IM, with or without butterfly. You can do the same thing for 100s of stroke.

Breath control can also be an aid in working the aerobic system. We have already started controlling the last 25 of our races in breath control. I had a young man win the 100 freestyle at NAAs one year and you need to know – he couldn't do that. He took 5 fly kicks off every wall, 3 strokes before he took a breath, 1 or 2 stroke cycles without a breath, 2 strokes, then he was into the wall. So he is breathing 3 times a 25.

Deep down most of us know that if we don't breathe on freestyle we will go faster. If you time your swimmers on a 25, rarely will somebody go their best time breathing every stroke? Granted, there are exceptions, but Garrett Weber-Gale – 100 yard freestyle – that same season Garrett was doing 300 push-ups a

day along with everything else we did. You talk about diminishing returns – that was it. Was it worth a tenth and a half? To him it was.

There are things we can train for and breath control is one of them. There is a guy who swam for Cal named Bart Kizierowski. Bart's last 25 of every hundred freestyle – one breathe. A long time ago for the old timers in the room there was a guy named Allen Poucher – swam out of Jacksonville – went to the University of Southern California. Alan's 200 fly – meters or yards – one breath in the last 25. So we train for that last 25 every day.

To work breath control in an aerobic way, we do a lot of breathing every 3. I do it to balance the stroke. I do it to cause the heart rate to go up without them having to go faster on a faster interval. Another way is to take 3 strokes off every wall without a breath or 5 fly kicks and 3 strokes without a breath. Please have your swimmers doing fly kicks off the wall on everything but breaststroke. So we are working on that last 25 every day. The last 25 can be on a 50 or a 200 in practice and that is their breathing pattern. They have nothing else to do but get that right and pick it up a little bit.

Something forever and for all. That is a pretty big statement but it describes a very versatile aerobic set. We had some clinics in Austin years ago and some guy came in who coached high school and, you know, all the big-name coaches were speaking and this guy should have been speaking. I can't remember his name but he is from some northern state. But he had an aerobic set that he works his swimmers up to doing for 60 minutes. He had two swimmers doing 55 X 100 on 1:05, but he worked it up gradually. We have started at 30 minutes but for the younger age groups they might go for 20 minutes – maybe they go 10 X 100 on 2 minutes. As they start making the interval by more than 20 seconds – let's say they are starting to go 1:35s – you move the interval to 1:50 and let them see how many they can go. This is purely individual – those against them and you can do it in 20 or 30 minutes. You never have to go longer than 20 minutes. There are college swimmers who can go 62 X 100 on 58 – you know – that kind of stuff. Well – let them do it – that is good. To think that you can do something and do it is vastly different. For a lot of people – believing or hearing all the time that they can do it is sometimes good enough

and they never have to do it and we don't tell them to stop there.

Once again – the best time to make aerobic gains is with the 12-15 year olds – maybe 16. Girls mature earlier than boys, so with girls the range maybe goes down to 11. During this period, in my opinion, everybody in that age group is a 400 IMer or 1500 swimmer and maybe a 1650 swimmer or 800 swimmer long course. It would help them to train that way. We don't know who the fast people are then because we are not doing muscle biopsies. We are not sticking a needle a half inch deep in a muscle and cutting out a piece to find out what percentage white fiber and red fiber they are and we do not know what the percentages mean anyway. I wish we knew who is going to be a sprinter and who is not. Then we would have a different plan. We don't know that.

I am talking about aerobic today, but I had to put technique in here. Technique all the time and I have been doing it for years and I have seen the same mistakes for years. Last week we were 20 minutes freestyle – 10 minutes backstroke – all drills. If you do not do the drills right, don't do the drills. This week we are 20 minutes backstroke – 10 minutes breaststroke. Drills are all about awareness and if you can't video them and show them what they're doing, then you need to keep after them. I have found that having other swimmers do the coaching can be effective. I had the worst freestyler on earth one time and after about 8 weeks I was ready to get out of the sport because I couldn't fix his stroke. It dawned on me one day – I was going to put it on someone else and somebody – a college swimmer – fixed his stroke in four 50s. I had become an insignificant other. You know...what a parent is to a child.

As you are going through this process of building the aerobic system, the workloads need to increase. As age-group coaches, you are in a great position because swimmers have a great chance to get better because they get 3-6% stronger just by being alive. The physical maturation process at that age is that they get stronger by walking around and by eating. It's the nature of the beast. So a lot of times we misinterpret what has made them good. In other words, was it the workout or was it the genetics and physiology. Always pretend it was the genetics and increase the workouts.

I gave a talk, years ago in Orlando, and I went through each age group and what they needed – how 10 and unders get strength, how 11 & 12s get strength and what they needed to do and so forth right on out. I also talked about aerobic training. I got an email from a guy and he was an assistant coach. He coached the good 11 & 12s and the second-line 13 and 14s. He had 86 swimmers. I don't believe he coached them all at the same time because if he did, he's a lot better than I was. He had them do a lot of aerobic stuff – everybody on his team would go 2,000 in under 30 minutes. Now, that doesn't sound very good, but if it is everybody on your team, which means the 86th person on that team (probably a breaststroker who can't do freestyle) it means they were aerobically fit.

Well, I visited that program a year ago because I was recruiting a swimmer and I kept looking around and I kept asking who that guy... who is that guy is. They had six or seven senior boys that I didn't know, and who could work out and look good in the water and I was totally impressed because they had been treated right. He did not have anybody great in the 11s & 12s. You know, he had a bunch of 1:00 to 1:02 girl 100 backstrokers – that is yards and you know – nothing that would make Juniors or anything. He had about eight 11 & 12-year-old boys from .53 to .58 in a 100-yard freestyle. All of that is good, but we have to prepare that group so that they can be as good as they can be when their body is ready – when their body is at its best. Of course, that is about age 28 and we hope they are out economically working somewhere.

This coach had an aerobic plan and he stuck to it. I think this is the way to go. Have an overall aerobic plan. Know what should be accomplished, aerobically, at each stage of a swimmer's career. Then don't be taken off track due to fast success that might be a result of physical maturation or natural strength gain or somebody blossoming, time-wise.

It won't hurt you to hear that again. I have an athletic director who is a great track coach – a guy who coached at Kansas State. Back when he was coaching track his kids had the World Record in the 2-mile relay and the distance medley, which is one guy doing the mile, one going $\frac{3}{4}$ of a mile, one guy going half a mile and another doing quarter of a mile. Everybody came from within 200 miles of Kansas State.

You don't ever hear about that anymore, not in distance running. I asked him – how did you do that? He said, I got Doc Councilman's book and did it that way. They ran 40 quarters every weekend. They would take their heart rate and when the heart rate got back down to a certain point they would send them on the next quarter. If it didn't come down, they would send them home. But he also told me, "If you want somebody to know something or believe it, you don't tell them one time. You tell them often." So I am going to reiterate that: Don't get off track by somebody blossoming time-wise. Stay on the program.

Here are some of the aerobic sets that we have done. I have used our intervals and you can do anything you want with these. There is a lot of variety in these. The first set is:

» (200 free on 2 minutes/175 free on 2 minutes) X 6 to 10 times

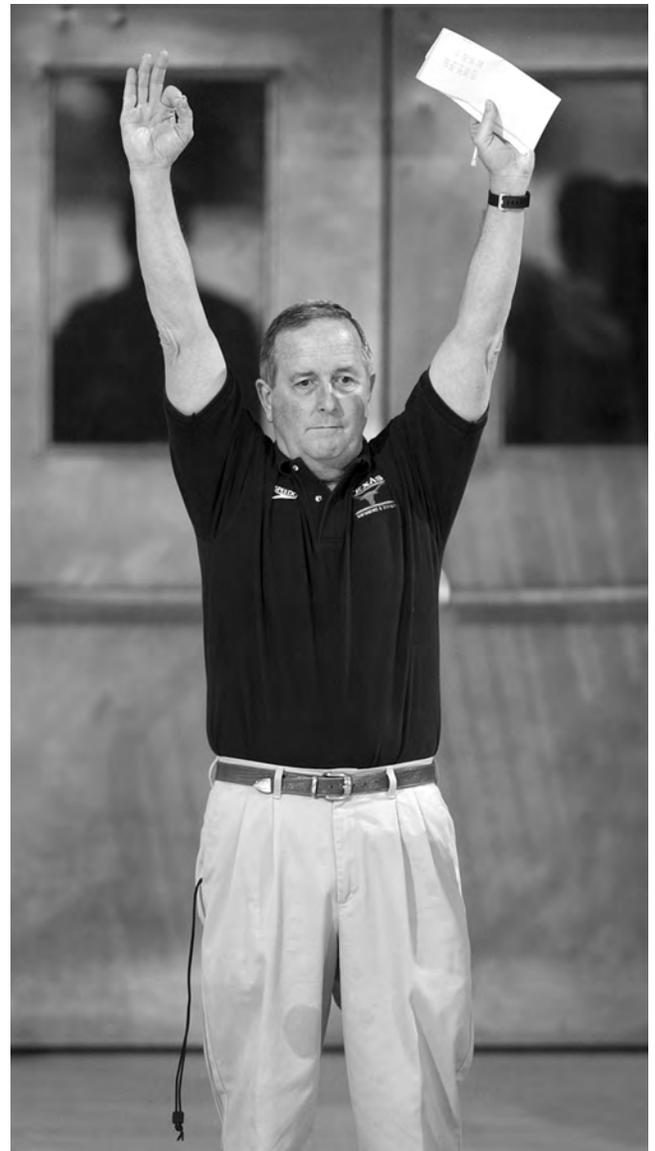
A variation is:

» (200 free on 2:00/150 stroke on 2:00) X 6 to 10 times.

I got that from a guy who was a genius, but he coached sprinters and did a great job. It was Sam Freas and I don't know if he just dreamed this up and never did it, but he went 200 free on 2 minutes/150 fly on 2 minutes. I mean, you may have to be 2:30 and 2:30 or maybe 2:20 on the free and 2:30 on the 150.

One variation of this is the hardest set we have ever done:

» (200 freestyle swim on 2 minutes /150 kick on 2 minutes) X 6 to 10 times



I had one guy do that. He also made the Michael Phelps kick set: 10 X 100-yard flutter kicks on a kickboard on 1:10. You must be able to kick.

There are just so many variations to do on this. My sprinters do it as 100 free on a minute/75 free on a minute....eight times through. I think they like it because they haven't got time to talk to me during it and I really like that.

The best set I have ever given short course is:

» 5 X 100 on 1:10...4 X 200 on 2:10...3 X 300 on 3:10...2 X 400 on 4:10...1 X 500 on 5:10.

Two minute break and then we did the same set but the intervals were on a minute.



I had a distance guy from California, a guy from New York, a guy from Florida, and a guy from Texas, and they all made it. The best performance was by Matt Hooper, who probably helped you down at the ASCA registration booth. He did this set and when he did it on a minute he went :56's on the 100s, 1:53s on the 200s, 2:51s in the 300s, 3:48 in the 400s, and 4:35 in the 500. That is a heck of a set.

For strokes we do 300s to 800s of the stroke. You could do this as 100 swim/100 drill or pull or kick, times four. It's hard for the breaststrokers – hard on their knees – to go 800s so they might do it as 400 repeats. I know that there are people who have kicked 2,000, but I have seen enough of that that it scares me. So for breaststroke, we will do 100 swim, 100 breaststroke drill where they do 4 pulls, 2 strokes and we will do that for an 800. Or we'll do 800, 600, 400, and 200. Brendan Hansen has done 5 X 400 breaststrokes on 5 minutes – yards of course – under 4:30, but we have got to get better at that.

Fly is very difficult to keep aerobic. An aerobic fly set might look like this:

- » 100 fly on a minute base
- » 75 fly on the same relative base (:45)
- » 50 fly on :30
- » 25 fly on :15

4 X 50 freestyle on :35 and keep them under 30 to keep the heart rate up, but allow them to get ready to fly again and we start back at:

- » 75 fly on :45
- » 50 fly on :30

- » 25 fly on :15
- » 3 X 50 freestyle on :35
- » 50 fly on :30
- » 25 fly on :15
- » 2 X 50 freestyle on :35
- » 25 fly on :15
- » 1 X 50 freestyle on :35

One of my swimmers suggested that set. I really like to do a hard set. You know what happens when you finish a hard set? Nothing. Usually they are tired so they do nothing. We will do a hard set now and the milers – let's say they do 4 X 400 on 4 minutes, 4 X 300 on 3:00, 4 X 200 on 2:00, 4 X 100 on 1:00. Then I give those 30 seconds and we will go 10 X 50 and I want them to see the clock.

In other words – do a turn and see the clock at :27. This is 1) mental toughness. 2) proof that they can still do it because they are tired. That is a 4,000 set in 40 minutes. Now, a lot of them, I mean – a lot of them can do that and it is not very difficult.

Another aerobic butterfly set that we do is:

- » 8 to 10 X 100 on 1:20. These are 25 fly kick underwater, 50 fly, 25 free.

I am not a proponent of breathing every stroke on butterfly. There are always exceptions. If you remember – there was an NCAA champion years ago named Fred Schmidt – swam at Indiana – breathed every stroke. There is a pretty good flyer now that breathes every stroke – Michael Phelps. There are always exceptions. My guys cannot do it and go as fast as they can go, so last year we started making some changes. We swim some hundreds where they breathe twice a lap and on the turn (a regular turn; not a two-breath turn as we call it). I like them to kick underwater first, then swim a 50 and then 25 free so they are ready to fly again.

Another fly set that I really like (and of course we haven't done many of them) is:

- » 50 fly on :30/50 fly kick on :40

I think if they can get to where they can do this 6 or 8 times, that's good. I think there are some of them that need to be able to do it 8 times. Obviously, a sprinter may not do it 8 times. You can change the interval relative to their ability. Usually most of the flyers can do the :30 and go .27 and be ready to kick, but

I have got some kickers that might be on :45. Change the intervals to protect the ones that can't make it.

I don't mind giving them sets that they can't make, but I want to give them a lot of stuff that they can do. My other favorite set is one that Jack Bauerle stole from me and now his butterflyer is pounding my butterflyer. We go 20 X 50-yard butterfly on :35 and it is amazing who makes that. I have got a guy that takes his IM out in :56 for 100 yards fly. We don't let him do butterfly in public or wear Texas stuff when he swims butterfly – the association thing – but he made twenty 50 flies on :35. All the 400 IMers make it – all the milers – whether they can swim fly or not.

Once again, to go over this – we do mostly freestyle kick. One of the best age-group programs I have ever seen in my life...for the first 4 or 5 months of the season they would start with a 2,000 kick set for warm-up and half that time they were with shoes on. We got a breastroker from that team who is one of our best flutter kickers. Our best flutter kickers came from that team and they could swim.

Freestyle is the best stroke for aerobic training due to the fast stroke rate. Freestyle kick is the best for capillarization – that is how you build up the blood vessels in the outer extremities. Breaststroke kick won't go fast enough, and I don't think fly kick does either so that is why my breaststrokers are doing flutter kick.

For aerobic training, going distance with different strokes is not bad. I remember when we were talking about 200s for 10 and unders and there were some people talking about 400s of the strokes for 11 and 12s – definitely in practice.

My plan – the way my swimmers get better – is I try to go harder every year. I change my program 10-20% a year. I never change it easier. As my seniors tell me – I feel sorry for the freshmen when they get to be seniors. Now, I don't do this all the time because I get side-tracked. I get beat down verbally. It is real tough on the pros because they do not want to do that stuff and there are exceptions to every rule. I mean – Aaron Peirsol took till mid-December off. I have never heard of that. I was totally against it. I had absolutely no say in the matter and I knew that. Aaron, Michael, Jason

Lezak, Ryan Lochte – there are not many of them out there that can do that.

Do you watch these guys double? Remember the 2004 trials when Michael had 3 events in one day and he was all over all of them the whole time? Made the Olympic team in all three and Ryan Lochte's double from the – was it 200 back to 200 IM – he had a break of 17 to 18 minutes? Cannot be done at the Olympics. He did it and I know how he trained. I am a firm believer that swimming does not allow us to make changes in the easier direction. If it does – it is only short term.

Okay – we will take two seconds of applause and I think I have got three seconds for questions...

A: The question is about kickboards. I am definitely, as a Masters swimmer, against kickboards for Masters Swimmers. I don't like the back arch – at least for those of us over 40. This year we are going to put a snorkel on, kick without a board and with a board and see how that goes, but we work to kick hard. To kick ten 100s flutter kick on 1:20 on my team – you are in the bottom quarter. We work hard at kicking. A lot of times in our sport we will try something – if it doesn't work, we will approach it a little differently or color it a little bit differently and I will try things. If they don't work I get rid of them. I won't do it.

Q: If you had limited pool time, can dryland help?

A: Without a doubt. When I was getting my Masters degree, I got hold of every study that had ever been done on swimming and swimming with exercise and there are hordes of studies done in the 1950s and 1960s. They had paper back then and they wrote on it and every study showed that the group that swam and did something – whether it was run or comprehensive dryland or a moderate weight program – that group improved more and improved longer than the one that did just swimming. Now the one that does just swimming is going to swim better during the season, especially the early season.

Q: Could you comment on training and racing straight-arm freestyle?

A: I can comment a lot on that. I am not a proponent of that. Once again, there are

exceptions. There have always been things that have come up that some people make look good. I had a swimmer that was winning everything in Florida and we heard about bent-arm backstroke so I had him doing this – he still won.

I remember when John Naber used to do his backstroke turn with his head out of the water. He is 6' 6" – went 15:10 for a mile. He could do anything he wanted and it looked good. It hurt backstroke sprinting in our country for two or three years trying to copy that. He and I still disagree with that, but I have got the microphone.

Tracy Caulkins at the World Champs in 1983. She was swimming breaststroke. She still won. She was coming up high enough to breathe through her navel. They were trying to transfer the downward momentum forward and it just doesn't work in the water.

Then the University of Tennessee went 1 and 3 in the hundred fly at NAAs one year. Both flyers turned like that, right? I got in and tried it. From there to there. I hear laughter. From there to there is a lot faster, but you can't sink to get the depth that you want to push off and right now you got some big strong kids doing straight-arm freestyle and we worked on it for three weeks a number of years ago and I had one guy that should have stuck with it. He didn't. He was 5' 10" and back in a normal suit he went 49.6 100 meters free. Mechanically, if you draw that arc and measure that arc, you have to be a lot faster. I have had this debate with a number of people and we will probably continue to have it because there will always be people that make things work that may not be best for them, but they are so good they can make it work.

Q: Would you rather get an age grouper with a weight-training background or an anaerobic background or an aerobic background?

A: I would rather have the aerobic background. I have done studies with 10 and unders – body weight versus weight room. I split my group when I was at Auburn University. I didn't want to coach the older kids – you know how they can be. I wanted to coach 10 and unders. Train for 30 minutes and jump off the diving board (and we did), but we would go to the weight room – one group would do a set of drylands

– same length of time – same number of sets. The other group would do weights – it came out the same. But we had flyers drop from :45 to :35 in six weeks. It is all strength. That is why people cheat to get strength cheaply or easily. You have got to find a better way to get strength, but my fear in age groupers – I have a strength coach. I set up the program and he takes care of safety and technique and those are real, real important in the weight room.

The weight room isn't a panacea. It isn't the thing that makes you good. It's maybe the last resort and along the way you have got body-weight exercise. If I could put all my swimmers in gymnastics and they wouldn't hurt themselves (they are much uncoordinated selves), I would. Body-weight strength is incredible. I would love to have that.

Q: If you have a 90-minute session, how much time do you devote to dryland and how much to the water?

A: It depends on your age group. It depends how good they are. Are they beginners? Because beginners – just putting them in the water will make them stronger. At age 10 – 13, and this is purely a guess, I would have them do the dryland at home – is that good? Find a way. If they watch television, at the first TV commercial they do 10 pushups. Second TV commercial – 15 sit-ups. Third TV commercial – sit on the couch and jump up or sit on the chair and jump up – come down and touch the chair again. I don't like them to jump without something stopping so they don't go past 90 degrees at their knee joint. Then take a commercial off. Two things – they can get stronger...and they quit watching TV – both good things.

Thank you very much. ■

ABOUT THE AUTHOR:

Eddie Reese is the only college swimming coach to win NCAA team titles in four separate decades, and has established a tradition of excellence in Austin and set the standard in collegiate swimming. Coach Reese was the '91, '05, '06 and 2009 ASCA Coach of the Year, an 8-time NCAA Coach of the Year and 3-time United States Men's Olympic Team head coach.





30 MOST INFLUENTIAL People in Swimming

Over the Past 30 Years



COLORADO SPRINGS, Colo. – In celebration of the 30th anniversary of the partnership between USA Swimming and Speedo USA, the organizations announced the “30 Most Influential People in Swimming over the Past 30 Years” to recognize those who have made a significant impact to propel swimming into the pre-eminent Olympic sport.



The decorated athletes, coaches, media and governance leaders are honored for their direct and significant influence in the growth of American swimming – through innovations, growing participation in the sport, increasing the reputation of the sport through his/her contributions, shaping the swimming industry or trailblazing a path for the sport to move forward in a way that wouldn’t have happened otherwise.

Honorees, whose bios may be found on usaswimming.org/Speedo30, include:

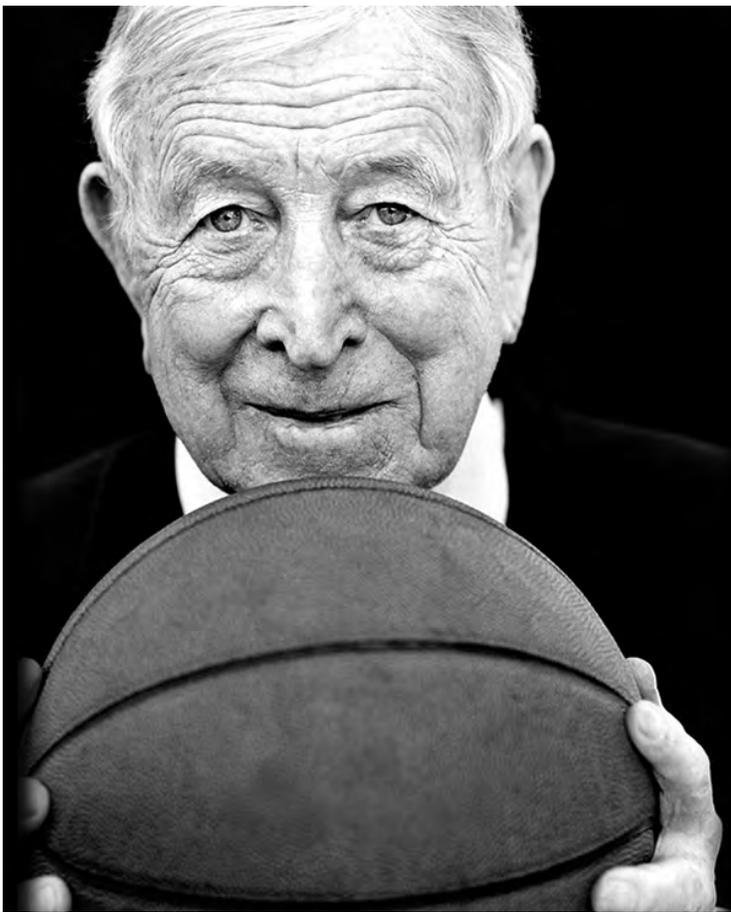


- » Matt Biondi
- » Bob Bowman
- » Fran Crippen
- » Peter Daland
- » Donna de Varona
- » Dick Ebersol
- » Jim Ellis
- » Ray Essick
- » Janet Evans
- » Rowdy Gaines
- » Cullen Jones
- » John Leonard
- » David Marsh
- » Teri McKeever
- » Dale Neuburger
- » Michael Phelps
- » Dick Pound
- » Richard Quick
- » Eddie Reese
- » Brent Rutemiller
- » Dave Salo
- » Mark Schubert
- » Dick Shoulberg
- » Nick Thierry
- » Dara Torres
- » Mike Unger
- » Jon Urbancek
- » Chuck Wielgus
- » Jim Wood
- » Carol Zaleski



“These individuals are synonymous with the incredible growth we’ve enjoyed in swimming, at every stage: learning to swim, team swimming, college level and representing our country on the podium,” said Jim Sheehan, USA Swimming President. “The commitment and contributions from Speedo USA have been instrumental over the last 30 years for many of the ‘Who’s Who’ on this list and thousands of others who participate in our sport on a daily basis.”

Individuals on the [#30MostSwimfluent](#) list were evaluated on contributions to the sport in the United States from 1985-2015. Eligibility for consideration and selection was not dependent on an association with Speedo. A panel consisting of select USA Swimming staff, USA Swimming Board of Directors, coaches, industry historians and media determined the final list. ■



BE QUICK but don't be in a *Hurry*

By Coach Don Swartz



This message is from John Wooden. Wooden is regarded as fine a coach that ever lived. Some of you know him personally if you hung out at UCLA in the last century. Many of you know about him through coaching investigations...as in who was the greatest coach ever type of thing.

Basketball was his specialty but teaching wisdom was his chosen path to greatness. He is to coaching basketball as Doc Councilman and Peter Daland and Jack Nelson are to swimming.

He was counseling his players to be quick

but never be in a hurry. When you hurry you rush. When you rush you give up something. When you give up something you put yourself in a tough spot that almost certainly you cannot recover from.

When you think about how to approach a race, first things first – HAVE A PLAN.

You cannot win a race in the first 25 but you can lose a race in the first 25. If you are in a hurry you will “spin your wheels” using too much energy. This, combined with a loss of stroke efficiency, will put you

in a tough spot that will manifest itself late in your race.

Said euphemistically, you will crash and burn; you will “die.”

So yes, be quick. Get in the race. No, do not be in a hurry. This sweet spot, this delicate balance is exactly what makes racing so darned interesting and ultimately so very compelling.

Have fun...you are in the next heat! Yikes! Be quick...you will be fine...really... ■

ANTHONY ERVIN
OLYMPIC GOLD MEDALIST

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ARE GREAT COACHES BECOMING AN ENDANGERED SPECIES?

By Wayne Goldsmith

When you are in the coaching profession, one of the things you learn early on is not to take things too personally. Your biggest fans when you win may become your biggest critics when you lose. Your players may love you one moment, and grumble the next, and it is important to maintain perspective and see the big picture even when they cannot. If you are doing your job, your players and fans will not always appreciate the moment, but they will appreciate your great coaching years from now.

Recently I have read numerous articles about longtime coaches resigning due to parent complaints over things like playing time, selection for varsity or JV, and the like. I have read about states passing legislation to protect coaches from parent complaints. Then I read this article about a former high school basketball player who was suing his former coach and athletic director because he didn't get enough playing time. This is insane. This I took personally.

It reminded me on an incident a few years ago when I was the Director of Coaching for a youth soccer organization and we were conducting a membership survey to learn more about what was going well, and what could be improved in our organization. Amongst all the valuable feedback we received, one comment stood out, and I took it personally. It said:

"How hard is it to coach? All you do is come up with a drill or two, and sit there in your chair and watch games. Anyone could do it."

Really, I thought.

Do you have any ideas how many hours a week a good coach spends planning practice, and then analyzing how it went afterwards so it can be better next time? Do you know how many hours a great coach often agonizes before and after a game, second guessing decisions he or she made so that next time it gets better?

Do you know how many hours a coach spends talking to players, not about only sport but about life? Do you realize how many hours are spent dealing with a parents' divorce, a broken heart or problems with drugs or alcohol?

Do you know how many hours a coach spends with other team parents, helping them reach their teenager when he is going through a difficult time? Do you know how much time goes into helping an athlete find the right university or path after high school?

Do you know how many hours a coach spends with your kids, instead of his or her own?

Here is something most people who have never been in the coaching profession don't know: **the hours spent by a great coach on the field or court developing athletes are usually dwarfed by the hours spent off the court developing people. This happens behind the scenes and out of the public eye.**

I call these great people "**coaches of positive significance.**" These are leaders who have reached a point in their coaching careers where they no longer measure success in wins and losses, and in trophies and medals.

These coaches develop better people and better players. They measure success not in championships, but by the number of significant life events they are invited to by their players. When an athlete invites a coach to a wedding, or graduation, or other such event, the athlete is doing that not because he or she won some championship. They invite a coach who has profoundly changed them for the better as a person.

Here is the secret sauce: **These coaches of positive significance realize that when you invest in people off the field, success on the field usually follows.**

Sadly, in our current era of entitlement, and parents who think they are helping their kids by mowing down all obstacles (we call them lawnmower parents) in their child's march toward Ivy League schooling and college athletics, our coaches of positive significance are becoming an endangered species. These amazing people who are willing to push your child, to take him or her out of their comfort zone, to say "good, now do more," are being threatened by a minority of parents who are willing to yell loudly and make a big stink every time their precious little child faces some adversity.

These coaches are no longer able to push athletes to be better people and better competitors like they used to. They no longer can cut a kid without fear of repercussions. They no longer can hold an athlete accountable for their poor decisions without worrying about a mom or dad undermining their authority. They know that in many situations if they cut an undeserving player and say “now go home, work hard, get better and prove me wrong next year” they will spend their season in meetings with school board members explaining themselves and being second guessed.

This is very sad.

You see, coaching is one of the toughest jobs in the world. As my friend and coaching mentor Bruce Brown of Proactive Coaching is fond of saying, **“we work with kids, in highly emotional situations, in public, while keeping score. The words we choose to say in those moments, either helpful or hurtful, can stick with a kid for a lifetime.”**

When you reflect on Coach Brown’s words, calling yourself coach can become quite a scary thing. A coach can be one of the most influential people in a child’s life, either positively or negatively. There are millions of coaches who take the field each and every year, yet only a tiny percentage make a living wage from it. The vast majority are volunteers or get a small stipend. They don’t coach for money.

They coach because their child is playing.

They coach because no one else volunteered to step up and coach.

They coach because they love kids, and love a game.

They coach because in their childhood a person called Coach made them a better athlete, and a better person.

They coach because it is a way to give back to their community.

Yet at the drop of a hat, these people can be embroiled in a lawsuit, or confronted by a gun wielding parent, and be judged by the same standards as we judge our highly paid college and professional coaches that we see on TV.

Would John Wooden make it today?

I speak to friends in the college coaching profession, who tell me how their athletic directors – who years ago all used to be former

coaches – are now often former corporate CEO’s who are no longer focused upon the athletes as people, but as tools to raise revenue and win trophies and recognition. They are now under the orders of a boss whom believes you run a company by firing a certain percentage of your employees every year, and as soon as a person under you makes a mistake, you cut them loose. They are told to get rid of problem athletes instead of mentoring them. They are given one-year contracts and judged on a season of wins and losses, instead of a lifetime of developing people.

But **this is not the type of conditions where coaches of positive significance thrive!** Can you imagine being a college football coach? Can you imagine having 100 teenage sons? Do you think at least one of them might be making a bad decision each week?

Do you think its right to cut a kid loose for every bad decision, especially when you have sat in that athlete’s living room, and promised his parents or guardians that you will look after him when he is away from home, and care for him like they care for their son? Isn’t our job not only to mentor a kid when he is scoring touchdowns, but when he is failing a class or making a poor decision? Aren’t coaches supposed to provide him not just with coaching for sport, but coaching for life?

Coaches of positive significance do just that. They teach skills that serve people for decades, not just for a few years when they are athletes. They make tough decisions and teach tough lessons, and have the patience to know that the athletes might not appreciate it now, but will someday.

Some Thoughts for Parents

If your child has a great coach in his or her life, you should be grateful that he or she is willing to give up the time and energy to help your child grow, regardless of whether they get paid for it. You should realize that the time and energy the coach is investing in your child is multiplied by 10, or 20, or however many kids are coached by that person.

Parents, please understand that your child needs adversity in his or her life in order to grow. Your child needs a great coach, not an easy one, and will thank you later for it. When you think back on the most influential teachers, coaches or people in your life, were they the ones who let you coast, or let you give less than your best effort? No way, **they were**

the ones who took you to a place you had never been before, and would never have gotten to on your own. That is what a coach of positive significance does.

I have gotten a lot of questions about coaches who are bullies, and who create environments of intimidation and fear, and I will deal with that in a follow up article. Coaches who lead this way are an insult to the profession, and give great coaches a black eye. The coaches of the “Friday Night Tykes” genre call themselves professional coaches, but they are not professional in any sense of the word. I will deal with that situation in another article.

But here I am talking about great coaches. The following is a partial list of items that are NOT bullying by a coach. They are things good coaches do! Examples are:

- » Positively pushing your child out of his comfort zone to improve his play.
- » Demanding focus and effort each and every day.
- » Playing your child in an unfamiliar position.
- » Not starting your child in every game.
- » Having higher expectations for your child than you do.
- » Having a different opinion of your child’s ability than you do.
- » Expecting commitment, and reasonable repercussions for players who do not fulfill it, applied equally for every player.
- » Expecting your child to adhere to team rules and standards.

Holding your child to a standard that you might not hold him or her to. It might cost the team a game, but will teach a lesson for life.

This list is not meant to be all-inclusive, but I wanted to give some examples of things that good coaches do to make players better. They are also examples of things parents have complained to me about in my role as a coach and a Director of Coaching. They are the majority of complaints a high school athletic director deals with on a daily basis.

The above examples are not bullying; they are good coaching! **Improvement in any achievement activity does not come without struggle, without times of discomfort and difficulty.** Good coaches know how to put athletes in these situations, yet create a climate where these things are well communicated and understood to be part of the learning process. No child has the right to start every game,

or play every minute, or play the position she wants to play. This is not how you become a high-performer, and good coaches understand this. So parents, please, get over it and move on. Make it a teachable moment.

Actually, on second thought, go up and thank that coach, he or she is doing your kid a favor!

Some Thoughts for Coaches

Coaches, the professionalization of youth sports has made our jobs very difficult. The pressure we are under to win has never been greater. Never before have the difficult choices we face between developing players and developing people been placed under more scrutiny. We are constantly second guessed by pseudo experts who are willing to invest the time and energy to remove us from their child's path to stardom.

Being a coach of positive significance has never been harder. But it has never been more important!

The world has never needed you more than it does right now. Our kids have never needed you more than they do right now.

A person called coach, who creates an environment of love and respect in order to teach children about sport and life, has never been more important than it is today.

It can be very easy to put up a wall, to shut your door and say it's my way or the highway, in order to keep out all the riff raff and just coach. But please don't!

Don't let the vocal minority push you out of something you love. Keep teaching, keep mentoring, and keep modeling good behavior for your players. Those kids whose parents are the most troublesome are the ones who need you the most, because they are not getting it at home!

Never stop learning and improving yourself. If you are a new coach, find a mentor! There is no more powerful way to improve your coaching than by connecting

with a coach who has been there and done it before. This is a necessary part of your education, yet one that many coaches never get.

Keep educating yourself. You do not know it all, you do not know enough. You can always improve. This is what we tell our players, and we need to take our own advice.

On that note, I want to tell you about a unique coaching education opportunity.

I have been interviewing master coaches and studying cultures of excellence in



youth sports in preparation for writing my upcoming book ("Beyond Xs and Os: Developing a Positive Coaching Legacy" is the working title), and I want to share that information with you.

I have been conducting coaching education classes throughout North America, and recently in Europe, discussing the common characteristics of these coaches and the environments they create. In doing so, I have come to see a gaping hole in our support and education of coaches.

When I conduct coaching seminars, I ask

the coaches to list five words or phrases that describe their best coach and/or teacher. We put these on sticky notes and place them up on the front wall of our talks under two categories: "Technical/Tactical knowledge of the game" and "Connection/Emotional intelligence."

I have asked thousands of coaches to complete this exercise, and what I have found is an eye opener to both me, and the coaches in attendance.

80%-90% of the characteristics that make a great coach, as stated by coaches themselves, have nothing to do with X's and O's. They have nothing to do with knowledge of the game. That is a minimal requirement that a coach needs to be great. The vast majority of sticky notes describing the characteristics that make a coach great are posted under 'Emotional Intelligence and Connection.' And here is the problem.

We don't teach any of this to coaches! We spend 98% of our "coaching education" collecting drills and studying tactics, yet we say that only makes up 10-20% of a great coach! I have yet to meet a coach that put more sticky notes under "Knowledge" than he or she put under "Connection."

Most coaches I cross paths with think that collecting drills and immersing themselves in the X's and O's is the path to greatness. But the coaches I have been interviewing for my research into cultures of sustained excellence understand that knowledge is what all coaches need, but it does not separate the good from the great. These master coaches have learned that you get the most out of athletes and teams by valuing them and connecting with them as people first, and players second.

They know that you coach a child, not a sport.

They know that their knowledge of the game only takes them so far. They must teach so kids learn. They must communicate so kids listen, and listen so kids can will talk. They understand how to push each individuals buttons, to get

the most out of every relationship, and thus every player. Their relationships with players is what leads to excellence, and the excellence is what leads to success in the win and loss column.

These coaches are also lifelong learners. They never stop improving themselves, they never say "I know enough, now leave me alone." They are always open to something new, something different, something that can help them connect and push their athletes at an even deeper level.

I believe every coach can learn to be one of these coaches, but not through traditional coaching education. You need to take one step further, but it is a step that makes the biggest difference. You can start becoming one by studying these coaches and master teachers, learning about their cultures of excellence, and taking your coaching to whole new level by leaving the X's and O's alone for a bit.

If this interests you, please join our email list and we will be sending you information on our upcoming Coaching Mastery Course. I want to teach you some of these secrets, and if you enjoy what you are learning, offer you an opportunity to go deeper, and really study what it takes to be a master coach. There is no other coaching course like this.

Final Thoughts

We live in a world where our children need more positive roles models and mentors. They are not learning positive lessons through pop culture, or video games. They need sports and they need great coaches more than ever before.

It is time to start appreciating our coaches of positive significance. If you have one in your life, call him or her up and say thank you! Invite them over for dinner, or write them a letter. It is never too late to thank a person who changed your life!

Also, pass on this article to your team or club. Let parents know that we need to appreciate our great coaches so that they stick around. Stand up for them when others try to cut them down, instead of staying quiet and letting the lawnmower parents have their way. Don't stand by and let others take away the positive role models in your child's life!

Many times when the news turns to a discussion of an endangered species, critics say "it's just a toad" or "it's just a bird, it won't be missed." Whether you agree with that or not, I can promise you one thing:

When they are gone, our coaches of positive significance will be missed!

Don't let them disappear without a good fight! Love them, appreciate them, support them!

If you are a coach, become one of them! Become a coach of positive significance. We need you now more than ever! ■

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Arkady Vyatchanin
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Thiago Pereira
Olympic Silver Medalist, National Record Holder, Former World Record Holder, Brazil, World Champion.



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

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Evaluating your LEADERSHIP from Progress to Progressive



OK. Here's a walk down memory lane. Do you remember when MySpace was the leading edge of social networking? How about when Walkmans were the leading edge of portable music? Do you remember the Palm Pilot or Blackberry? How about Prodigy or CompuServe or AOL?

Each of these products or services was on the cutting edge at one time.

There is a significant lesson to learn from Microsoft today. They've decided they need to reinvent *Internet Explorer*. The browser that once battled Netscape to guide people around the World Wide Web became history recently, joining flip phones, Netscape, Napster, Polaroid and AOL. A staple of the Internet for almost twenty years, Explorer will be replaced by something flashier called Project Spartan that will run on mobile phones, tablets and PCs. Wow... it's about time.

ME TOO!

There is a big leadership lesson we can all learn from this gigantic company, which now

seems to be trying to keep up with the times. Pause and consider the beginning of Internet Explorer. Even when it debuted, it was a "Me, Too" product. Netscape Navigator was the first commercial web browser and sparked the Internet boom. Microsoft even drew the name (Explorer) from Navigator.

In discussing this topic, USA Today journalist Jessica Guynn cites futurist Paul Saffo, who said, "Explorer was never a cool brand. It's like one step away from AOL." Since it was able to bundle the service with its Windows system, however, Explorer dominated Netscape in the 1990's. Yet despite Microsoft's considerable power, Explorer never captured the imagination of consumers who later departed for sleeker browsers.

Paul Saffo comments, "In a way, the introduction of Explorer marked the beginning of the downfall of Windows and Microsoft. It was not an attempt to innovate. It was an attempt to stay relevant... in that era, Microsoft was a fast follower: Let someone else pioneer, and then we'll come into the market with muscle and take over. But they didn't succeed with the Internet."

Lesson learned: when leaders and organizations are in a "Me Too" mode, they really aren't leading. They are copying. There's nothing wrong with that, it's just not leadership. It's following someone else. It's not innovation... it's imitation.

Three Stages for Leaders

Too many leaders are satisfied with "Me Too" organizations. We don't have original thoughts, nor do we imagine we can forge the way into new territory. Even if at one point in time, the leader had energy, drive and vision, most organizations get reduced to a maintenance mindset through the aging process. We become drained of ambition, which is often replaced by the fear of uncertainty.

In reality, I believe there are three significant stages leaders find themselves in when they manage organizations, schools, or sports teams. They're marked by three simple definitions for progress:

**A. Progress for some is RETENTION.
You are just trying to survive.**



Coach Don Watson **INDUCTED** to International Swimming **HALL OF FAME**

Shared with ASCA by [Coach Bill Robertson](#)

Don Watson (USA)

2015 Honor Coach

FOR THE RECORD:

- » COACH OF FIVE OLYMPIC SWIMMERS WINNING TWO GOLD, ONE SILVER, ONE BRONZE MEDALS: 1968, 1972;
- » COACH OF SWIMMERS SETTING THREE WORLD RECORDS AND FIVE RELAY WORLD RECORDS;
- » COACH OF WORLD CHAMPIONSHIP SWIMMERS WINNING FIVE GOLD AND ONE SILVER MEDALS: 1973, 1975, 1979;
- » COACH OF SIX SWIMMERS WINNING THIRTEEN NATIONAL CHAMPIONSHIPS AND SETTING SIX NATIONAL RECORDS: 1970 – 1976;
- » COACH OF THREE SWIMMERS WINNING THREE GOLD AND ONE SILVER MEDALS AT THE PAN AMERICAN GAMES: 1971;
- » COACH OF TWO WORLD PROFESSIONAL MARATHON SWIMMING CHAMPIONS;
- » COACH OF FOUR A.A.U. US NATIONAL LONG DISTANCE TEAM CHAMPIONS;
- » COACH OF THREE-TIME U.S. OLYMPIC MODERN PENTATHLON TEAM MEMBER;
- » AMERICAN SWIMMING COACHES ASSOCIATION COACH OF THE YEAR: 1970;
- » SIX-TIME INTERNATIONAL USA TEAM MANAGER: 1989 – 1995;
- » DIRECTOR OF UNIVERSITY OF TEXAS SWIM CENTER: 1981 – 2005;
- » MANAGER OF LONGHORN AQUATICS SWIM CLUB: 1981 – 2005;
- » CONDUCTED OVER 45 MAJOR SWIMMING CHAMPIONSHIPS;
- » COACH OF HINSDALE HIGH SCHOOL SWIMMING TEAM: 1965 – 1980.

Don Watson's swimming life began in the mid-1940s when, having just turned 13, he joined the St. Louis YMCA swim team. Now, as it turned out, the St. Louis Y had among its members, an outstanding swimmer who would have a profound influence not only on Don's life, but on the sport of swimming. That swimmer was Jim Councilman, better known to us today as "Doc."

Don remembers the 1946 YMCA National Championships, held at Huntington, Indiana as his most memorable meet. Doc – who was captain of the Ohio State team at the time – won the 100 and 200 yard breaststroke titles – and Don won the 1650 free. Another highlight of his swimming career was breaking the record for the 22 mile Mississippi River Marathon swim by almost four hours.

Perhaps not by coincidence, Don earned a swimming scholarship to the University of Iowa, where Councilman was the team's assistant coach under another Hall of Fame coach, David Armbruster. After graduating from Iowa, Don married fellow swimmer Janet Frank. The couple then moved to Indiana, where Don earned a Masters degree in physical education while serving as an assistant coach under IU's new head coach-you guessed it - Doc Councilman!

On leaving Indiana in 1965, Don taught and

toiled as an assistant coach before accepting the top position at Hinsdale Central High School, in Illinois. At Hinsdale, Don racked up an incredible record of 163 wins against just three losses. Included among those wins were 128 consecutive victories and 12 consecutive state championships between 1967 and 1978.

In 1968, one of his swimmers, Hall of Famer, John Kinsella, then just a 16-year-old high school sophomore, took the silver medal in the 1500 meter freestyle at the Mexico City Olympic Games. Two years later, Hinsdale won the national interscholastic title. John Kinsella became the first to break the 16 minute barrier in the 1500 meter freestyle and won the Sullivan Award as America's outstanding Amateur Athlete. That same year Don Watson was named "coach of the year" by both United States Swimming and the National Interscholastic Swimming Association.

At the Munich Olympic Games in 1972, Kinsella won a relay gold medal, while another Hinsdale swimmer, John Murphy, won Olympic gold and bronze medals.

Watson's coaching talents extended beyond the pool and into the open water. Beginning in 1973, Kinsella and fellow Hinsdale swimmer, Sandra Bucha, began dominating the world

professional marathon circuit. Over his pro career, John won 29 of 31 races and over her 3-year career, Sandra never lost an open water race to another woman. Often the only male to beat her was Kinsella.

Another Watson-coached swimmer was Bob Nieman, a three-time U.S. Olympian in the Modern Pentathlon.

Don left Hinsdale in 1980 to become the Director of the University of Texas Swimming Stadium and Manager of the Longhorn Aquatic Swim Club. In addition to collaborating with six Hall of Fame head coaches at UT, Don was responsible for hosting numerous major competitions at the Stadium, including the 1988 U.S. Olympic Trials.

In the 1970s Don Watson's "Hinsdale Program" became a national model for developing a community-based swimming program noted not only for producing great athletes, but for instilling in them basic concepts of commitment, dedication, hard work and service - as a prescription for successful lives as adults. Among the many noteworthy alums of Watson's Hinsdale program are Dr. George Tidmarsh, a leader in the bio pharma industry, and Bob Dudley, the CEO of British Petroleum. ■

Hi Bill:

Thank you for taking the time from your busy summer camp schedule to contact me with your much appreciated congratulated message regarding my induction into as a Honor Coach. I am now in a fraternity of many great swimmers, diver, coaches who have received this prestigious including your dad TEX. Being inducted was a special day in my long life of 85 years . It was a dream come true. I was shocked to see over 75 of my former Hinsdale swimmers, coaches and friends attend my induction. After all, I retired from coaching over 37 years ago. I have been fortunate to have received a number of special awards during or following m coaching career. One of the award I treasure is being inducted into the WETS Hall of Fame. What a great life including my 24 years as the director of the Lee & Joe Jamail Texas Swimming Center. How about our Coach Eddie Reese and his amazing coaching career. You can be pleased with your swimming career!!!

In 2003 I was inducted into the Hinsdale Central High School Foundation Hall of Fame. Following my induction one of my former swimmer made a video titled " The History of Don Watson's Coaching Career". If interested you can view the video by going on the website to Google and type in Don Watson Team to call it up. Attached is my bio that appeared in the Induction ceremony program.

PS: I accepted my ISHOF award on behalf of the thousands of high school coaches across the country who have had a major role in providing the foundation and training for many of our US Olympic and National champions, who are seldom recognized for their contributions to our sport of competitive swimming.

Best Regards to all members of the Robertson Family,

Coach Don

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Here's My Secret: Mow the Lawn

By Roger Cohen



LONDON — My youngest child, Adele, graduated from the American School in London this week. She's off to college in California, whence I suspect she will never return. As places to stay go, California is up there. Whenever I'm there I wonder why I leave. Unencumbered by too much past, it offers the sunlit tug of the future.

So, dear reader, you find me at a juncture. You put four children through high school, and you find yourself reflecting less on the collapsing Sykes-Picot order and the post-carbon economy than on the happiness whose pursuit America at its founding declared an inalienable right.

The founders were not wrong. It is a self-evident truth that people, whether in creating a new nation or simply beginning a new relationship, seek happiness. That they often go about it in the wrong way does not detract from the sincerity of their quest. Sure as there are acorns beneath the oak tree, people keep rekindling their hopes.

In this commencement season, there is inevitably much reflection on the nature of those hopes and how to fulfill them. These tend toward the mawkish. Life is a succession of tasks rather than a cascade of inspiration, an experience that is more repetitive than revelatory, at least on a day-to-day basis. The thing is to perform the task well and find reward even in the mundane.

I have no idea if Malcolm Gladwell is onto something with the "10,000-hour rule" — the notion that this is the time required for the acquisition of perfected expertise in a particular field — but I am sure grind is underappreciated in our feel-good culture. Don't sweat the details, but do sweat.

I've grown suspicious of the inspirational. It's overrated. I suspect duty — that half-forgotten word — may be more related to happiness than we think. Want to be happy? Mow the lawn. Collect the dead leaves. Paint the room.

Do the dishes. Get a job. Labor until fatigue is in your very bones. Persist day after day. Be stoical. Never whine. Think less about the why of what you do than getting it done. Get the column written. Start pondering the next.

A few years ago, when my son Blaise graduated, I was asked to give the commencement speech at the American School in London. Among other things, I said:

"Everyone has something that makes them tick. The thing is it's often well hidden. Your psyche builds layers of protection around your most vulnerable traits, which may be very closely linked to your precious essence. Distractions are also external: money, fame, peer pressure, parental expectation. So it may be more difficult than you think to recognize the spark that is your personal sliver of the divine. But do so. Nothing in the end will give you greater satisfaction — not wealth, not passion, not faith, not even love — for if, as Rilke wrote, all companionship is but "the strengthening of two neighboring solitudes," you have to solve the conundrum of your solitude.

"No success, however glittering, that denies yourself will make you happy in the long run. So listen to the voice from your soul, quiet but insistent, and honor it. Find what you thrill to: if not the perfect sentence, the beautiful cure, the brilliant formula, the lovely chord, the exquisite sauce, the artful reconciliation. Strive not for everything money can buy but for everything money can't buy."

It's not precisely that I would retract any of that today — well, maybe a little — it's just that I'd put the emphasis elsewhere. I am less interested in the inspirational hero than I am in the myriad doers of everyday good who would shun the description heroic; less interested in the exhortation to "live your dream" than in the obligation to make a living wage.

When you think of Sisyphus — the Greek mythological figure whose devious attempt to defy the gods was punished with his

condemnation to pushing a boulder up a hill and repeating the task through all eternity when it rolled down again — think above all that he has a task and it is his own. Rather than a source of despair, that may be the beginning of happiness.

In Camus' book, "The Plague," the doctor at the center of the novel, Bernard Rieux, battles pestilence day after day. It is a Sisyphean task. At one point he says, "I have to tell you this: This whole thing is not about heroism. It's about decency. It may seem a ridiculous idea, but the only way to fight the plague is with decency."

Asked what decency is, he responds: "In general, I can't say, but in my case I know that it consists of doing my job." Later, he adds, "I don't think I have any taste for heroism and sainthood. What interests me is to be a man."

In the everyday task at hand, for woman or man, happiness lurks. ■

ABOUT THE AUTHOR:

Roger Cohen was a foreign correspondent for more than a decade for The New York Times before becoming foreign editor. Since 2004, he has written a column for The International New York Times. Mr. Cohen has written "Hearts Grown Brutal: Sagas of Sarajevo," an account of the wars of Yugoslavia's destruction, and "Soldiers and Slaves: American POWs Trapped by the Nazis' Final Gamble."



As I was coaching the 13 and over workout last week a thought came into my head: what keeps the mediocre swimmers coming to workouts AM after AM. A lot of them work so hard (actually harder than some of the better swimmers). Most of them rarely get to swim officially in an individual event or “A” relay during our summer dual meet season. So I got everyone out of the poll and poised this question to everyone asking for written responses. Attached are some of their comments for your reading pleasure. Let me know what you think. – JC

WHAT KEEPS *Mediocre Swimmers* Coming to Workouts?

SUBMITTED BY JOHN CASADIA, JR.

Why do the athletes who aren't the most successful continue to work hard if they aren't the best? They continue for the passion, the dedication, self-accomplishment, and for the team. Being a part of a team consists of much more than a sport. A team is a family. A team is much more than a bunch of people who enjoy the same sport. There are many people who don't have to work for anything; it just comes to them naturally. There are also people who have to work hard just to be average. But some happiness and enjoyment doesn't come from winning. It comes from the pride of your own accomplishments. Some people are happy when they improve their own times. You shouldn't have to compare to others in order to know if you have accomplished anything.

Being a part of a team or a sport is a privilege that some people don't get. But being a part of a team includes dedication. Being dedicated shows you what your future may be like. What you do now will, surprisingly, reflect your future. As coach likes to say “What you do at practice you do in a meet.” You're consistent in life. You can't change when you feel like it; you have to work for it. It doesn't matter how good you physically are. You don't have to be amazing in order to enjoy the sport.

– *Giavanna Lupi*

For me, the answer to why mediocre swimmers continue to come to swim practice and give it their all is very personal. I have never been at the top of the pack. In fact, over the past couple years my times have gotten worse, yet I have gotten physically and mentally stronger. It doesn't make sense and frustrates me but that doesn't stop me from giving my 110% in all that I do. I'd like to think that other mediocre swimmers have the same motivations as me when it comes to keeping

up practice attendance and practice participation. What motivates me to wake up at 6 every morning and get my butt to swimming ready to take on any challenge thrown my way? The respect I have for my coach, the impact I have on my peers, and the way I view myself. I have disappointed Coach before and you really do get that sour lemon taste in your mouth and some of that lemon juice even spills into your eyes and that feels even worse.

Coach has put forth so much effort and time into my life and my team and the road of disappointing him is not one I ever intend on taking again. The least I can do to give back to him is work my butt off and do what he expects me to do. I don't have to be the best swimmer on the team to show hard work and never give up. When I was little I looked up to the older kids at practice. It is unbelievable that now I am the “older kid.” When the younger kids look at me I want them to see a hard working girl who doesn't let pain get in her way. It's a domino effect. If the younger kids see me working hard they will work hard. When I do pull-ups and I begin to feel that pain deep in my stomach and my arms feel like they are about to give out, yet I continue to do more pull-ups, I think it'll help me get stronger.

A set not done well is a set wasted and my time wasted. For myself, I want to have a healthy, nice, physical athletic look. Working my butt off helps me achieve that. Plus, during abs I might think for a second or two, “I'm doing it for the boys, mmmmm <3.” As a mediocre swimmer this is what keeps me going. I may not be the most prized possession on the team, but I know without swimmers like me it wouldn't be a team.

– *Juliana*

I feel that there are two things that makes a swimmer come to practice, determination and commitment. Determination is the base where a swimmer sets their wants, the first and most important being that they want to be there, then commitment is the thing in them that keeps telling them to keep going, it's the drive where swimming is important to them and they know that they need to be at practice if they are going to become better at it. So in the end the determination and commitment to improve is what makes a swimmer come to practice the drive to never give up and keep trying, to always come to practice knowing that each one is an opportunity to make themselves better, that being the fastest doesn't matter, improving and having the drive to continue to improve is what truly matters and the only way to do that is to show up to practice.

– *Jessica*

Dear Coach,

You gave us an assignment to write about why you think the swimmers who are not the fastest try their hardest at practice. When you said that question I couldn't help but think of myself. I don't mean to be self-centered but I truly believe that this question refers to me. I am not the fastest girl in my age group. In fact there are probably younger swimmers who are faster than me. Yet at every practice I always give all I have and work so hard.

So many people have asked me why I swim for Dolphin. Everyone knows that I don't swim for the high school team; they also know that I will not be swimming for college and they also know that I am not the fastest swimmer. Usually my response is "I always start what I finish", which of course is true but I don't think that is the real reason why I swim. In fact I never really thought about why I swim for Dolphin and why I give 100%. I mean I'm literally the slowest girl in my age group. I could just easily slack off and fall through the cracks.

So why do I push myself?

You know when I'm thinking about this question I just keep hearing your voice saying "there are no switches." But then I hear another voice saying that exact same thing. This is the voice of Melanie Anderson. Then I also hear another voice saying that exact same thing. That voice belongs to Natalie Quackenbush. And then I hear another voice saying that same thing only this voice belongs to Eileen Bosco. Finally I hear one more voice saying that exact same thing which is the voice of Lori Cummines.

So who are all these people?

Mrs. Anderson is the director of Cap 'n' Dagger which is a club I've been a part of for four years, Mrs. Quackenbush is the choreographer for Cap 'n' Dagger, Miss Bosco is the musical director of Cap 'n' Dagger and finally Ms. Cummines is the director for the select choir which I've been a part of for four years. Each one of them has told the students the same thing you have told your swimmers. They say "you have to treat every practice as if it's a performance. There are no switches." Many of the students would roll their eyes and say things under their breath. But I knew my directors were right.

Why? Because you tell us that exact same thing. You tell us "treat every practice like it's a meet. There are no switches." At every practice I try my best and I see improvements in the meet. Swimming at Dolphin has

taught me not only to be a better swimmer, but to be a better performer and ultimately a better person. I know I'll never be as good as any of the top swimmers on the team, but I want to be the best that I can be. So I give my all because if I can't give my all at practice for swimming, then how am I supposed to give my all at a rehearsal for a show? If I can't give my all in the pool, how am I supposed to get through something hard in life? Swimming makes me a better person. That's why I try so hard. I don't want to just be a better swimmer I want to be a better person. Thank you so much coach.

– *Caroline Madonna*

Coach,

Today you gave me the privilege of witnessing the teams practice from a different point of view. You pointed out some people who are not known as "the best" swimmers on the team, and made me realize a few things. Although these individuals are never guaranteed a spot in an "A" or "B" relay, or given a chance in an individual event, they are always at practice to train hard and give 110%, which most "A" and "B" swimmers fail to do, such as myself.

Before writing this I struggled to understand WHY someone would want to constantly train intensely in something they will never be given a 1st or even 2nd in. But the fact is, those swimmers are not concerned about their individual achievements, however they work their ass off to help out the team as a whole. Whereas some of the more "stellar" swimmers are only focused on their personal races and records. Every day, a handful of Dolphin swimmers arrive with full intentions to give it their all at practice to help out the team in any way they can. These swimmers are true team members and may not be looked at for the fastest times but can be counted on to work their hardest. I believe that the answer to your question is that they are team members and will constantly push their hardest to benefit the team in any way possible. Many may never take notice to what these swimmers bring to our team, or even fully understand their importance. However, I do and I wanted to thank you for giving me that opportunity.

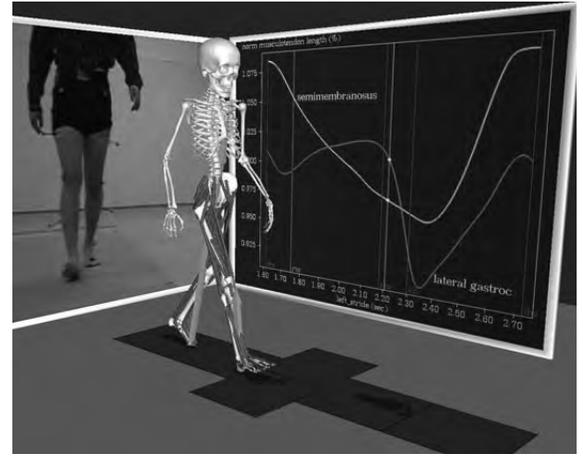
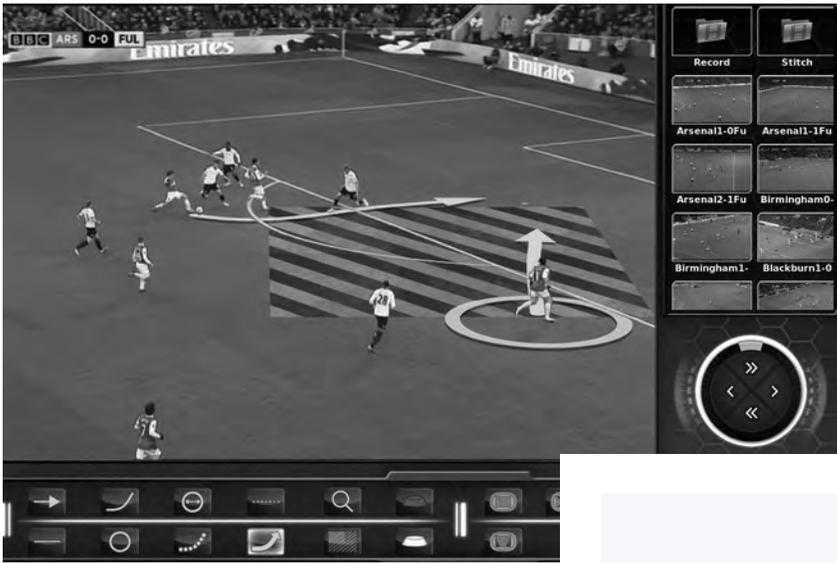
– *Lizzie Nealis*

You asked us a question the other day at practice and gave us a choice. The question was why would a swimmer who wasn't the best, maybe even the worst, go to practice every single day and work hard? In my opinion, it is because that swimmer has determination and heart. No matter how hard the set is or how tired that person is, they still go and do their best. They go every day with respect and kindness because he/she thinks of everyone and not just him/herself. It takes a lot of heart and courage to go every day, and it takes determination to work hard and put in effort. Just like this quote said by many, "Hard work beats talent when talent doesn't work hard."

– *Allie Tenenberg*

Editor's Note: I was crying with pride JUST TO BE IN THE SAME SPORT AS THESE GREAT PEOPLE. They can come to work with me anytime. Sit in a foxhole with me, anytime. They are the humans that give us all hope for the future. I'd say its "incredible" but the truth is, its utterly CREDIBLE. Thank you for sharing. Thank Them for Being Them. ■

– *JL*



World Cup Title Shows How **BIG DATA** Can Help Save the Day

By [Xina Seaton](#), July 13, 2015

XINA SEATON, Senior Director of Customer Happiness and Marketing Operations, Zilliant.

One of my favorite topics is the use of predictive analytics and data science in sports analysis. So, of course, days before the Women's World Cup, I was scouring expert predictions on which team would be victorious.

This article in particular caught my eye. Nearly every expert predicted that the United States would win over Japan by a score of 2-1. Some experts predicted that while Japan was the most technically gifted soccer team, the United States had more incentive and momentum, and would be the victors. Some claimed Japan was dangerous and that the game would be highly dramatic.

With such predictions, I watched the game with bated breath. But it quickly became

clear that there would be no drama. While most of the experts were correct that the United States would win, no one anticipated a first-half hat trick and that the final score would be 5-2.

As I watched the game, it was clear to me that the United States was a much stronger team than Japan in this game. Somehow, the U.S. players never looked tired. I had to ask myself: Is there some science and math at play here?

It turns out there was.

The U.S. team leveraged wearable technology that took into account players' age, height, weight, anaerobic threshold, and maximum and resting heart rates. Then it factored in the intensity of practice or game play and assigned each player a point value based on her total physical exertion. Each player had

a set point value for the week, and coaches could adjust each player's playing time accordingly, to avoid overworking them.

The coolest part? The wearables enabled the coaches to look at data in real time and decide which players to put on the field. That may be why we saw Abby Wambach on the sidelines more than expected this year. Instead, junior player Carli Lloyd led the team. Ultimately, that move was a smart one. It reminded me of what motivational speaker Robyn Benincasa said at MindShare 2014: "Leadership isn't always about being the leader. It's about understanding who needs to be leading in the moment. If only you cross the finish line, did you really win?"

Beyond the inherent lesson in teamwork from the U.S. women's World Cup victory, we all can learn a key lesson about using data to make better decisions. Historically, decisions

about which players to play and when were largely made based on the coaching staff's experience and gut feel. Sports teams began using data and analytics in the 1990s to improve performance. Think Billy Beane and Moneyball, followed by the first inklings of wearable technology around 2010 with the introduction of RFID tags in athletes' uniforms. Sports appears to have a leg up on business in data-driven decision making. The use of gut feel and intuition to make decisions is ever-present in business today, but that tide is quickly turning as business leaders recognize that relying more on data and analytics can help them perform better.

According to a study of 179 large, publicly-traded companies by Erik Brynjolfsson, an economist at the Sloan School of Management at MIT: **"Firms that adopt data-driven decision making have output and productivity that is five to six percent higher than what would be expected given their other investments and information technology usage. Furthermore, the relationship between data-driven decision-making and performance also appears in other performance measures,**

such as asset utilization, return on equity, and market value."

While data and analytics may be cornerstones in many procurement, supply chain, and manufacturing processes, adoption of data-driven decision making in many companies has not yet reached front-line commercial decisions. B2B sales decisions, in particular, are still viewed as more of an art than a science. Where and how sales reps spend their time is a function of habit and affinity for the customers who are already the "best performing" customers. This approach does little to increase revenue.

Science and analytics, on the other hand, can help sales reps understand which customers are not performing to their potential and could be purchasing more. Knowing this information can optimize the use of each salesperson's time and help companies "right size" service levels to ensure customers get the appropriate level of attention based on their current and potential relationship with the company. This approach has the added benefit of increasing the ROI on most companies' largest expense – selling costs.

These are precisely the types of benefits captured in the figures in Brynjolfsson's study.

While sales is just one application, as we saw in the World Cup, a data-driven mindset can be a game changer. Congratulations to the U.S. Women's Soccer Team. Let's take a page from their playbook and embrace data. ■

ABOUT THE AUTHOR:

Xina Seaton is responsible for customer happiness at Zilliant, where she designs and executes strategic customer initiatives that are intended to support customers throughout their lifecycle with Zilliant. For over 15 years, she has worked with Fortune 500 companies to develop and execute adoption programs focused on evaluation and accountability systems, aligning cross-functional departments and implementing new P&L strategies to accomplish BIG goals. Xina holds a Bachelor of Science in Chemistry and Mathematics from Stephen F. Austin State University and thrives on making both individuals and teams successful.

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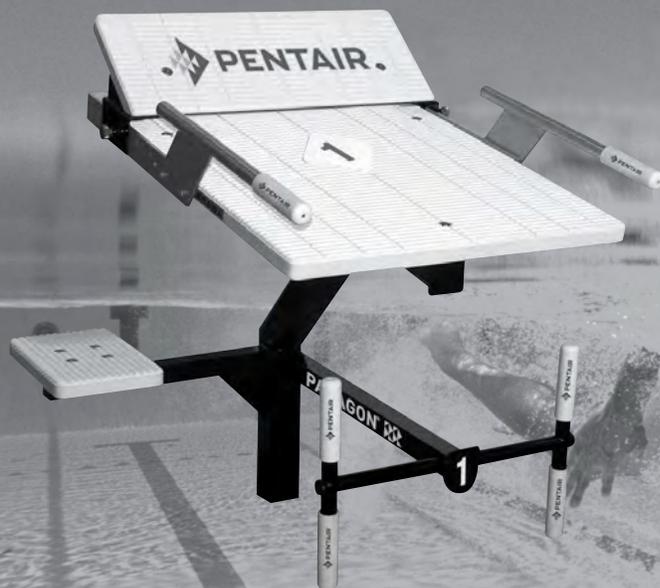
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