

ASCA NEWSLETTER

American Swimming Coaches Association

Leadership • Education • Certification

2018 EDITION | ISSUE 7

LEADERSHIP • EDUCATION • CERTIFICATION

Hosted at the
ANAHEIM MARRIOTT

50th
1968
WORLD
CLINIC
2018

ASCA

Program Book

Featuring Coaches:
Dave Durden
David Salo
Mark Schubert
David Marsh
Ben Titley
John Atkinson
Gregg Troy
And Many More...

USA SWIMMING FINIS vasa FITZED TASTIP

View the Program Schedule
& Educational Opportunities
Online at: swimmincoach.org/world-clinic

REGISTRATION WILL BE AVAILABLE ONSITE

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2018 ASCA World Clinic Registration Form

September 4-9, 2018 • Anaheim, CA

Please Choose Clinic Registration Type:	Jan-Feb 9	Feb 10-May 31	Jun 1-Jul 27	Jun 28-Aug 18	Aug 19-On Site
<input type="checkbox"/> Current ASCA Member:	\$200.00	\$280.00	\$350.00	\$400.00	\$450.00
<input type="checkbox"/> New/Renew Member:	\$280.00	\$360.00	\$430.00	\$480.00	\$530.00
<input type="checkbox"/> New Life Plus US Member:	--- \$2,000 (includes ALL future World Clinic registrations)---				
<input type="checkbox"/> New Life Plus International Member:	--- \$2,500 (includes ALL future World Clinic registrations)---				
<input type="checkbox"/> Current Life Plus Member:	-----FREE World Clinic Registration-----				

Additional Educational Opportunities at an Additional Cost:

<input type="checkbox"/> Coaching at a Swim Meet	Tue. 9/4 (8:00 AM – 12 Noon)	Coach John Leonard	\$50.00
<input type="checkbox"/> ASCA Level 4: Leadership School	Tue. 9/4 (9:00 AM – 5:00 PM)	Coach John Bitter and George Block	\$80.00
<input type="checkbox"/> Special Seminar: Coach Steve Munatones	Tue. 9/4 (1:00 PM – 5:00 PM)	Limited to FIRST 40 Registrants!	\$250.00
<input type="checkbox"/> How to Write Age Group Workouts	Tue. 9/4 (1:00 PM – 5:00 PM)	Coach Guy Edson	\$50.00
<input type="checkbox"/> Advanced Para-Swim	Tue. 9/4 (1:00 PM – 5:00PM)	Coach Peggy Ewald	\$50.00
<input type="checkbox"/> SwimAmerica Conference	Wed. 9/5 and Thu. 9/6	Multiple Speakers	\$175.00
<input type="checkbox"/> ASCA Level 2: Stroke School	Wed. 9/5 (8:00 AM – 5:00 PM)	Coach Jackson Leonard	\$80.00
<input type="checkbox"/> ASCA Level 3: Physiology School “The Planning and Execution of Training”	Wed. 9/5 (9:00 AM – 5:00 PM)	Coach Steve Morsilli	\$80.00
<input type="checkbox"/> ASCA Level 5: Administration School	Wed. 9/5 (9:00 AM – 5:00 PM)	Coaches Paris Jacobs and John Bitter	\$80.00
<input type="checkbox"/> Dryland for Explosive Power	Wed. 9/5 (1:00 PM – 5:00 PM)	Coach Charlie Houlihan	\$50.00
<input type="checkbox"/> Special Seminar: Coach Bruce Gemmell with Coach Jon Urbanchek	Fri. 9/7 (1:00 PM – 5:00 PM)	Limited to FIRST 40 Registrants!	\$250.00
<input type="checkbox"/> Using Technology in Coaching and Swimming	Sun. 9/9 (8:00 AM – 12 Noon)	Coach Gary Hall Sr.	\$50.00
<input type="checkbox"/> Working Successfully with Swim Parents	Sun 9/9 (8:00 AM – 12 Noon)	Coach John Leonard	\$50.00
SwimAmerica Training	Sun 9/9 (9:00AM – 12 Noon)	Contact 1-800-356-2722 to Register	
<input type="checkbox"/> Certified Stroke Technician	Sun. 9/9 (9:00 AM – 12 Noon)	Coach Guy Edson	\$50.00
<input type="checkbox"/> Translation (English to Spanish) during the World Clinic			\$200.00

World Clinic Yearbook 2018 (choose option): ☐ Binder version - \$20.00 ☐ CD version - \$20.00 ☐ Binder and CD - \$30.00
Pre-Order Price ☐ International Binder – add \$50.00 to order

Name _____

Phone _____ Email _____

Mailing Address _____

City _____ State _____ Zip Code _____ Country _____

Amount Enclosed/Total: \$ _____ Payment: ☐ check (US Funds Only) or ☐ credit card (American Express, Discover, MasterCard or Visa)

Card Number _____ Exp. Date _____ Signature _____

Mail form to: American Swimming Coaches Association, 5101 NW 21st Avenue, Suite 530, Fort Lauderdale, FL 33309
Register online at www.swimmingcoach.org | Register by phone at 1-800-356-2722 or (954) 563-4930 | Register by fax to (954) 563-9813
Hotel: Anaheim Marriott • 700 W Convention Way • Anaheim, CA 92802 • Phone: 1-877-622-3056 • Rate: \$139.00 single/double

Find more information about the 2018 ASCA World Clinic online at: www.swimmingcoach.org/worldclinic/

Cancellations: The ASCA cannot issue refunds or credits for any cancellations. We can defer the registration to a year later, under cases at our discretion.

Terms and Policies: The ASCA reserves the right to cancel, reschedule or substitute speakers for particular events, activities or sessions. The ASCA may record or photograph sessions for sale and distribution. By registering, individuals agree that the ASCA may photograph and record audio/video, their attendance and involvement in the program. Individuals agree that the ASCA may use these images/recordings for promotional purposes. Only the ASCA may electronically record any portion of the convention. Registrants agree to refrain from marketing products or services during the convention except as part of a booth in the Exhibit Hall. Registrants agree to turn off cell phones/pagers or keep on vibrate during the convention. The ASCA does not endorse any speaker's or exhibitor's products or services.



50th World Clinic Schedule

SEPTEMBER 4 - 9, 2018 • ANAHEIM, CA

TUESDAY - 9/4/2018

Begin CSCAA Track – 3 talks in afternoon

TBA	1:00PM - 2:00PM	TBA	CSCAA
Catherine Vogt	2:15PM - 3:15PM	Connecting with Your Athletes	CSCAA
Augie Busch	3:30PM - 4:30PM	Backstroke	CSCAA

Schools

John Bitter (Santa Clara) & George Block (San Antonio)	9:00AM - 4:00PM	Level 4 – Leadership	Schools
John Leonard	8:00AM - 12 NOON	Becoming a Great Swim Meet Coach	Schools
Guy Edson	1:00PM - 5:00PM	Writing Workouts For Age Group Swimmers	Schools
Peggy Ewald	1:00PM - 5:00PM	Advanced ParaSwim – (2 hours of classroom, 2 hours of pool instruction)	Schools

SPECIAL SEMINAR – 1:00PM - 5:00PM – COACH STEVE MUNATONES – COACHING OPEN WATER SWIMMING

WEDNESDAY - 9/5/2018

Begin CSCAA Track – 3 talks in afternoon

TBA	8:30AM - 9:30AM	TBA	CSCAA
Charlie Griffiths, Claremont Mudd-Scripts	10:00AM - 11:00AM	Building a Championship Conference Team	CSCAA
CSCAA	11:15AM - 12 NOON	Business Meeting	CSCAA
Gregg Wilson	1:00PM - 2:00PM	Lessons and a swim club- How to Make a Living Coaching College Swimming	CSCAA
Greg Malszecki, York University	2:30PM - 3:30PM	Listening Skills for Everyone	CSCAA
Jeff Kostoff	4:00PM - 5:00PM	Stanford Men's Distance Swimming	CSCAA

Schools

Jackson Leonard, Gulliver Prep HS	8:00AM - 5:00PM	Level 2: Stroke School	Schools
Steve Morsilli, Pleasanton Seahawks	9:00AM - 5:00PM	Level 3: Physiology School	Schools
Paris Jacobs, (Machine Aquatics) & John Bitter (Santa Clara)	9:00AM - 5:00PM	Level 5 : Administration School	Schools
Charlie Hoolihan	1:00PM - 5:00PM	Dryland for Explosive Power and Speed	Schools
Don Swartz	7:00PM - 8:15PM	Keynote talk: The Many Faces of Coaching...A Tribute to our Profession	Schools

ASCA Business of Swimming Track all day – NO additional Charge (SwimAmerica Conference Attendees Invited)

Mark Schubert, Jim Wood, Kathleen Klein-Prindle	9:00AM - 10:00AM	Being a Professional Swimming Coach	Business
Bill Schalz	10:15AM - 11:15AM	Using SwimAmerica to Build Your Swim Team Size and your Bank Account	Business
George Block/ Jackson Leonard	11:30AM - 12:30PM	Millennials Coaching – Adaptations by them and by the Head Coach	Business
George Block	2:00PM - 2:45PM	Using StrongAmerica to help your staff to full time coaching status and expand your Business Model	Business
Mike Koleber, Nitro Swimming	3:00PM - 4:00PM	The Pieces of a Large, Successful Swimming Business	Business
Peggy Ewald	4:15PM - 5:15PM	The Para-Swimming Model – Why You Should Be Offering Para swimming	Business

**PLEASE VISIT THE EXHIBIT HALL
CHECK OUT WHAT OUR VENDORS HAVE TO OFFER**

SwimAmerica Talks

Lynn Ledford	9:00AM - 10:00AM	"Legal Liability A to Z"	SwimAmerica
Bob Hubbard	10:15AM - 11:15AM	"Growing Hubbard Swim School and Camps"	SwimAmerica
John Mix- FINIS	11:30AM - 12:30PM	"Coaching and Swim Lessons: Balancing a Business Opportunity"	SwimAmerica
????	1:15PM - 2:00PM	ASK the Expert Discussion Groups	SwimAmerica
Leslie Daland	2:00PM - 2:45PM	"How A Strong Lesson Program Can Build Your Team"	SwimAmerica
Dan Berzansky	3:00PM - 4:00PM	"Hitting the Ground Running – How to Hire, Train, Empower and Motivate Your New Team Members"	SwimAmerica
Mick Nelson, Dave Thomas & Tina Dessart	4:15PM - 5:15PM	"USA Swimming & USA Swimming Foundation Resources"	SwimAmerica

Welcome Party in the Exhibit Hall 8:20PM - 10:00PM

Meetings: ASCA Board Meeting 1:00PM - 5:00 PM

THURSDAY - 9/6/2018

AM – 3 Major Talks

Dave Durden, CAL	8:00AM - 9:15AM	Sponsored by BREAKout Swim Clinics- Olympic Team Captain Josh Davis and Olympian Jason Lezak replay the 10th anniversary of the one of the greatest Relay legs in USA Olympic History!	Major Talks
John Atkinson, Canada	9:30AM - 10:30AM	TBA - Sponsored by TrintonWear, Inc.	Major Talks
David Salo	11:00AM - 12 NOON	Interviewed by Coach Ira Klein	Major Talks

**FIRST TIMERS LUNCH WITH THE PRESIDENTS – CHUCK WARNER, GEORGE BLOCK, IRA KLEIN AND DON HEIDARY.
SIGN UP AT REGISTRATION. PAY FOR YOUR OWN LUNCH!**

PM – Age Group track – 4 presentations!

Gordy Westerberg/ Steve Haufler/ Jon Urbanek	1:00PM - 1:45PM	Fixing Errors	Age Group
Mark Bennett, Clovis Swim Club	2:15PM - 3:00PM	Coach of Claire Tuggle	Age Group
Sarah Dawson, Mission Viejo Age Group	3:30PM - 4:15PM	TBA	Age Group
Panel of the Above	4:15PM - 5:00PM	Panel for Questions	Age Group

Senior Track – 4 Presentations!

Dave Durden	1:00PM - 1:45PM	TBA	Senior
John Atkinson	2:15PM - 3:00PM	TBA	Senior
David Salo	3:30PM - 4:15PM	TBA	Senior
Panel of the Above	4:15PM - 5:00PM	Panel for Questions	Senior

Science Track – 3 Talks!

Dr. Jan Prins	TBA	Impulse as applied to swimming strokes mechanics : The elephant in the room	Science
TBA	TBA	TBA	Science
Keenan Robinson & Dr Danny Mistry (USA Swimming Sports Science)	TBA	Concussion Management in Swimming	Science

SwimAmerica Talks

Jeff Noel	8:00AM - 9:30AM	KEYNOTE: Serve Like You Mean It: Four World-Class Service Basics	SwimAmerica
Lynn Ledford	9:45AM - 10:30AM	Dusting Off Your #1 Lead Source	SwimAmerica
Steve Haufler	10:45AM - 11:45AM	"Fast Track Your Teaching Butterfly	SwimAmerica
Jeff Noel	NOON - 1:00PM	LUNCH and LEARN "Leadership Excellence"	SwimAmerica
TBA	1:15PM - 2:00PM	Round Table Presentations	SwimAmerica
Johnny Johnson	2:00PM - 2:45PM	"Keeping It FUN...gets the job DONE!"	SwimAmerica
Ginny Ferguson	2:45PM - 3:45PM	"Smart Fish Method Pool Demonstration and Q&A"	SwimAmerica
Jeff Noel	4:00PM - 5:00PM	"Lead Like You Mean It: Walk Out With A Plan In Hand"	SwimAmerica

**ASCA ANNUAL AWARDS BANQUET AND HALL OF FAME INDUCTION
RECEPTION: 6:00PM - 6:30PM • DINNER AND CEREMONIES – 6:30PM - 9:00PM**

FRIDAY - 9/7/2018

AM – 2 Major Talks

Coaches Mark Schubert, David Marsh and George Block	8:00AM - 9:00AM	Creating a World Class Coaching Career	Major Talks
ASCA Business	9:00AM - 11:00AM	Meeting & Elections	Business
Coach Ben Titley, Canada	11:00AM - 12 NOON	TBA	Major Talks

NOON - 1PM: ASCA BOARD MEETING/ BUSINESS LUNCH

PM – Age Group track – 3 presentations!

Bryan Dedeaux, Mission Viejo	1:00PM - 1:45PM	The Mission Viejo Dryland Program; age group to senior	Age Group
Jackson Leonard, Gulliver Prep HS	2:15PM - 3:00PM	TBA	Age Group
Mark Bennett, Clovis	3:30PM - 4:15PM	TBA	Age Group
Panel of the Above	4:15PM - 5:00PM	Panel for Questions	Age Group

SPECIAL SEMINAR – 1:00PM - 5:00 PM – COACH BRUCE GEMMELL WITH COACH JON URBANCHEK

Science Track – 3 presentations.

Dr. Jan Prins	1:00PM - 1:45PM	The use of high speed motion analysis in examining selected topics in swimming including Turns and Breakouts	Science
Tristan Lehari	2:15PM - 3:00PM	TBA	Science
TBA	3:30PM - 4:15PM	TBA	Science
Panel of the Above	4:15PM - 5:00PM	Panel for Questions	Science

FRIDAY - 9/7/2018

PM – High School track – 3 presentations

Arvel McElroy	1:00PM - 1:45PM	Legal Issues in HS Coaching	High School
Joel Shinofield	2:15PM - 3:00PM	College Swimming for Everyone	High School
Jeff Grace	3:30PM - 4:15PM	Swimming Specific Yoga: Part One	High School
Panel of the Above	4:15PM - 5:00PM	Panel for Questions	High School

PM – Senior track – 3 presentations.

Jeff Grace	1:00PM - 1:45PM	Swimming Specific Yoga	Senior
Ben Titley, Canada	2:15PM - 3:00PM	TBA	Senior
International Swim League	3:30PM - 4:15PM	Explanation in depth. For Coaches of Professional Athletes, but all are welcome! The New World Order in swimming!	Senior
Panel of the Above	4:15PM - 5:00PM	Panel for Questions	Senior

3:30PM - 4:30PM - IN THE EXHIBIT HALL – “THE NEWBIES SPEAK” – TED TALK FORMATS WITH MICHAEL LAWRENCE MODERATING. 8 MINUTES OF FAME. 8 SELECTED NEW SPEAKERS. CAN NEVER HAVE SPOKEN AT THE WC BEFORE. NEW IDEAS, NEW SPEAKERS!

7:00PM - 8:30PM - WORLD SWIMMING COACHES ASSOCIATION MEETING.

7:00PM - 8:30PM SAFE SPORT – A DISCUSSION LED BY MEMBERS OF THE USA SWIMMING SAFE SPORT COMMITTEE

SATURDAY - 9/8/2018

AM – 3 Major Talks

Counsilman Memorial Lecture - Benjamin Hardy	8:30AM - 9:30AM	“Thirty Behaviors That Will Make You Unstoppable”	Major Talks
Gregg Troy	10:00AM - 11:00AM	Developing Caleb Dressel’s starts and turns	Major Talks
Mark Schubert	11:15AM - 12:15	Interviewed by Casey Converse – The Magic of Thinking Big	Major Talks

PM – Age Group track – 3 presentations.

Denise Carlson, Foxjets	1:00PM - 2:00PM	Navigating the transition from Age Group to Senior	Age Group
Bryan Dedeaux, Mission Viejo	2:15PM - 3:15PM	TBA	Age Group
Jackson Leonard, Gulliver Prep HS	3:30PM - 4:15PM	TBA	Age Group
Panel of the Above	4:15PM - 5:00PM	Panel for Questions	Age Group

High School track – 6 presentations.

Arvel McElroy	8:30AM - 9:30AM	"In this Lawsuit Happy Society, Cover Your Behind"	High School
Joel Shinofield	10:00AM - 11:00AM	Recruiting	High School
Jeff Grace	11:15AM - 12 NOON	Swimming Specific Yoga: Part Two	High School
Gregg Troy	1:00PM - 2:00PM	Developing a Culture of Hard Work	High School
Bill Schalz	2:15PM - 3:15PM	Why a Coach Should Own Their Own Club and Control Their Own Destiny	High School
Dr. Gary Hall, Sr.	3:30PM - 4:15PM	Using Technology in Coaching and Swimming	High School

Saturday – Psychology Track

Greg Malszecki	1:00PM - 1:45PM	TBA	Psychology
TBA	2:15PM - 3:00PM	TBA	Psychology
Denise Carlson	3:30PM - 4:15PM	Creating Consistent Culture and Skill Language for a team	Psychology

WORLD SWIMMING ASSOCIATION MEETING 1-5 PM.**Sunday - 9/9/2018****Sunday – Schools - 4 presentations.**

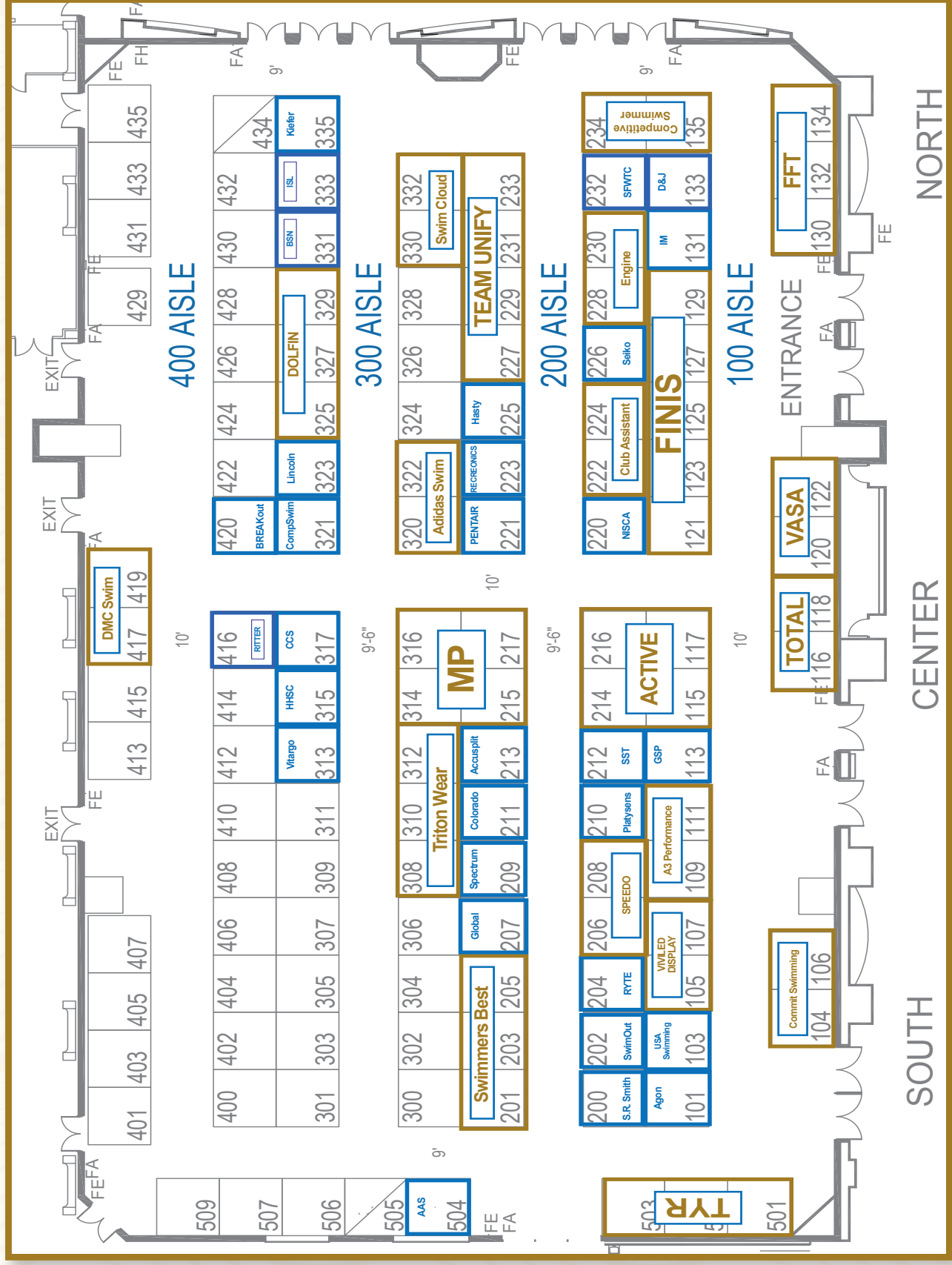
Dr. Gary Hall, Sr.	8:00AM - 12 NOON	Using Technology in Coaching and Swimming	School
John Leonard	8:00AM - 12 NOON	Working Successfully with Swimming Parents	School
Guy Edson	8:00AM - 12 NOON	Certified Stroke Technician Course (learn to swim to novice swim team)	School
SwimAmerica	8:00AM - 12 NOON	Training for Program Directors and Site Supervisors	



July 2018

Exhibit Hall Map

ANAHEIM MARRIOTT • 700 West Convention Way • Phone: (714) 750-8000



World Clinic Exhibit Hall:

Vendor Information

Check your Official Guide for Vendor Presentation Times & Locations!

A3 Performance
a3performance.com
BOOTH #109, 111

Competitor Swim
competitorswim.com
BOOTH #135, 234

Kiefer Swim Products
kiefer.com
BOOTH #335

Superior Swim Timing
SuperiorSwimTiming.com
BOOTH #212

Accusplit Inc.
accusplit.com
BOOTH #213

D&J Sports
djsports.com
BOOTH #133

Lincoln Aquatics
lincolnaquatics.com
BOOTH #323

SwimCloud
swimherora.com
BOOTH #330, 332

Active Network
activenetwork.com
BOOTH #214, 216, 115, 117

DMC Swim
dmcswim.com
BOOTH #417, 419

MP Michael Phelps
MichaelPhelps.com
BOOTH #215, 217, 314, 316

Swimmers Best
swimmerbest.com
BOOTH #201, 203, 205

Adidas Swim
adidaswimming.com
BOOTH #320, 322

Dolphin Swimwear
dolphinswimwear.com
BOOTH #325, 327, 329

NISCA
niscaonline.org
BOOTH #220

SwimOutlet.com
SwimOutlet.com
BOOTH #202

Agonswim.com
agonswim.com
BOOTH #101

Engine Swim
engineswim.com
BOOTH #228, 230

Pentair Inc.
pentaircommercial.com
BOOTH #221

TeamUnify
teamunify.com
BOOTH #227, 229, 231, 233

All American Swim
allamericanswim.com
BOOTH #113

FINIS Inc.
finisinc.com
BOOTH #121, 123, 125, 127

Platysens
platysens.com
BOOTH #210

Total Performance
power@tpiswim.com
BOOTH #116, 118

Breakout Swim Clinic
breakoutswimclinic.com
BOOTH #420

Fitter Faster Swim Tour
fitterandfaster.com
BOOTH #130, 132, 134

Recreonics
recreonics.com
BOOTH #223

Triton Wear
tritonwear.com
BOOTH #308, 310, 312

Cei-Seiko & Ultrak
cei-ultrak.com.com
BOOTH #226

Global Sport Technology
globsport.org
BOOTH #207

RYTE Sport
customteamswimwear.com
BOOTH #204

TYR Sport
tyr.com
BOOTH #501, 502, 503

City of Coral Springs
www.coralssprings.org
BOOTH #317

GoSwim.tv
goswim.tv
BOOTH #113

S.R. Smith
srsmith.com
BOOTH #200

VASA, Inc.
vasatrainer.com
BOOTH #120, 122

Club Assistant
clubassistant.com
BOOTH #222, 224

Hammer-Head Swimcap
hammerheadswimcaps.com
BOOTH #315

South Florida Winter Training
simplyswimcaps.com
BOOTH #232

USA Swimming
usaswimming.org
BOOTH #03

Colorado Time Sysytems
coloradotime.com
BOOTH #211

Hasty Awards
hastyawards.com
BOOTH #225

Spectrum Aquatics
SpectrumAquatics.com
BOOTH #209

Vitargo, Inc.
vitargo.com
BOOTH #313

Commit Swimming
commitswimming.com
BOOTH #104, 106

IM Performance Nutrition
imperformancenutrition.com
BOOTH #131

Speedo
speedousa.com
BOOTH #206, 208

Vivied Display Company
viviedcom
BOOTH #105, 107

SHORT IDEAS



"There are things we do not know that we do not know. Students who don't quiz themselves (and most do not) tend to overestimate how well they have mastered material."

Why? Because when they re-read or review without testing, they become FAMILIAR with the material, so they fool themselves into thinking they know it.

Until they are tested, they don't know what they don't know.

From "Make it Stick – The Science of Successful Learning"
– Brown, Roediger, McDaniel



"Interleaving Practice" – true scientific research on learning methods show that (counter-intuitively) athletes learn better when a particular skill is learned BEST by interleaving it with other skills. In other words, do so start practice. Then move in same practice to some turn practice, then move to some stroke drill work, then back again to starts, etc. DO NOT attempt to teach/learn in large blocks of time "until they get it". They won't. They will get "familiar" with it, which is not the same as "learning it." This builds the ability to assess and recognize changing situations and "bring back" information from a short session a little while ago. This "retrieval" process is all about learning to learn better..

From "Make it Stick – The Science of Successful Learning"
– Brown, Roediger, McDaniel

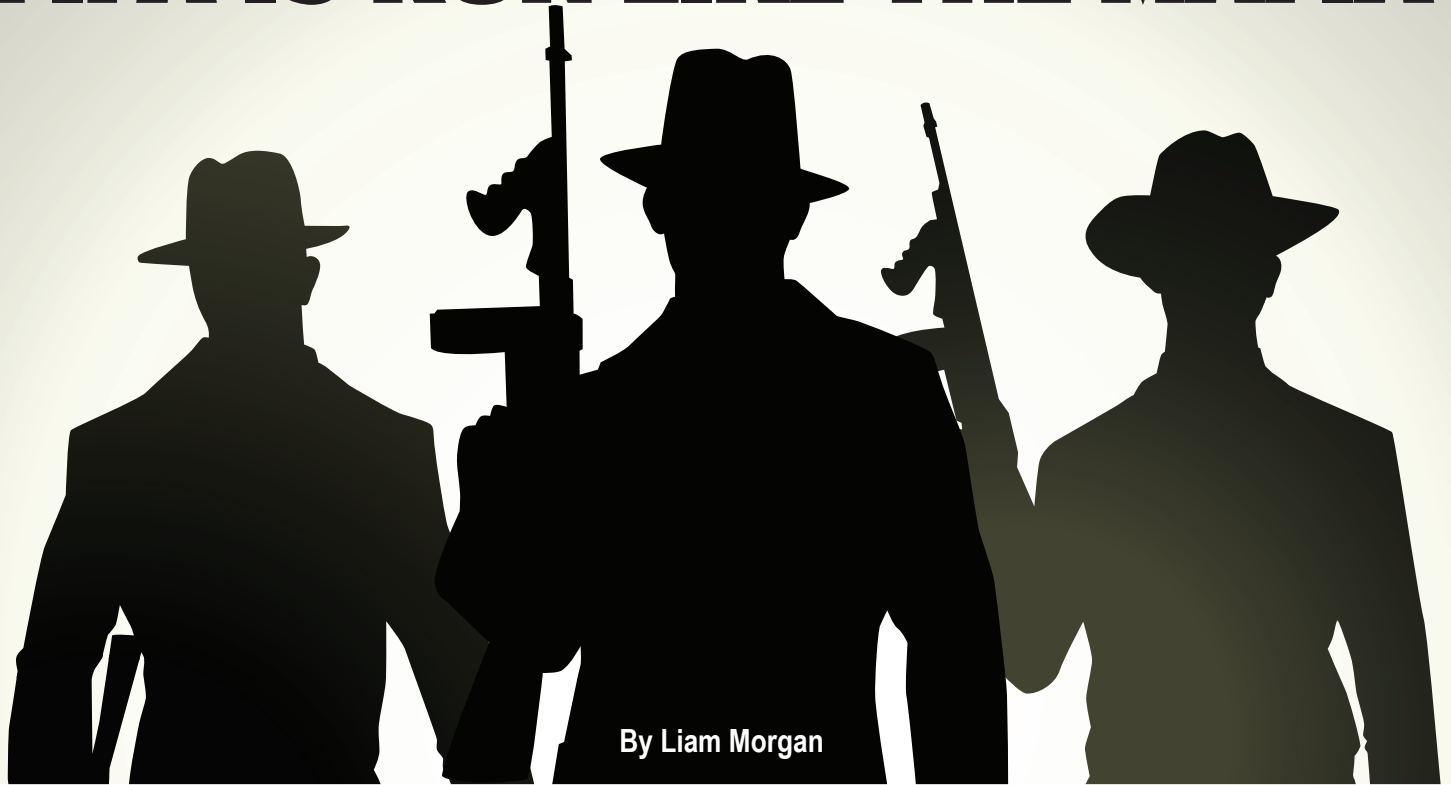


"Transparency" – xxx teaches her students about the testing effect, the principle of desirable difficulties, and the perils of the "illusion of knowing" (created by "re-reading").

She promises to make her instructional philosophy "transparent" and to model those principles in class. She explained to us recently: "the whole idea of the testing effect is that you learn more by testing yourself than by re-reading. Its very hard to get students to learn that because they have been trained for so long to simply read and re-read."

From "Make it Stick – The Science of Successful Learning"
– Brown, Roediger, McDaniel

FIFA IS RUN LIKE THE MAFIA



By Liam Morgan

Former World Anti-Doping Agency director general David Howman has likened FIFA to a mafia organisation as he warned of the growing influence of the “criminal underworld” in sport.

Speaking at the Anti-Doping in Sports Conference in Oslo, Howman claimed as much as a quarter of world sport has a “criminal underworld engagement”.

The New Zealander, now chairman of the Athletics Integrity Unit (AIU), also revealed the group established by the International Association of Athletics Federations following the scandal involving the previous leadership had already dealt with “12 to 15” cases of bribery and corruption.

He singled out FIFA, described by the United States Department of Justice as a “racketeering-influenced corrupt organisation” when the body indicted numerous football officials on corruption charges, as an example of criminal influence in sport.

The investigation in the US has seen a total of 42 officials and entities indicted by the Department of Justice.

American authorities are involved as the money was allegedly channeled through the country using US banks.

The implicated officials are accused of taking millions of dollars of bribes from marketing firms in exchange for sponsorship and marketing deals for regional football tournaments and other matches.

“The criminal underworld is getting a grip on sport and we

have to wake up to that as soon as possible,” Howman said at the conference in the Norwegian capital.

“Over the last number of years, up to 25 per cent of world sport has a criminal underworld engagement.

“I don’t want to start criticising any individual sport, but we have a World Cup going on at the moment and FIFA refer to themselves as the football family.

“I am old enough to remember what was termed a family in the 1960s and 70s, it did not have any connotations with sport, and I think we ought to reflect on that to see why they are calling themselves the family.”

United States Anti-Doping Agency chief executive Travis Tygart was critical of the ongoing FIFA World Cup remaining in Russia, claiming it was a “shame” it was kept there amid the widespread doping scandal in the country.

There are not any Russians involved in the doping control process at the World Cup but Tygart has been among those to express fears over the anti-doping system in place at the tournament.

“Unfortunately, it was too late to do anything but it’s a shame and everybody knows,” he said.

“Athletes have protested against various Championships in Russia, and some tournaments have been moved.”

SHORT IDEAS



"In business, feedback analysis shows that the main reason for poor performance is the result of not knowing enough, or the rest of being contemptuous of knowledge outside one's own specialty, and dismissal of learning from history."

"Management Challenges for the 21st Century." – Peter F. Drucker



"Organizations are no longer built on force. They are built on TRUST. Trust does not mean that people LIKE each other, it means they TRUST each other. Taking relationship responsibility is therefore an absolute necessity."

"Management Challenges for the 21st Century." – Peter F. Drucker



"Unsuccessful attempts to solve a problem encourage deep processing of the answer when it is finally supplied, creating fertile ground for its encoding, in a way that simply reading the answer cannot provide. It's better to attempt to solve a problem with a solution, and supply an incorrect answer, than to not make the attempt to solve it."

From "Make it Stick – The Science of Successful Learning"
– Brown, Roediger, McDaniel



"What is your task? How should the work be done? What SHOULD your task be? What should you be expected to contribute? And what HAMPERS you in your task, and should be eliminated?"

"Management Challenges for the 21st Century." – Peter F. Drucker



"What really matters to your customers? What is it that brings your customers to you, and keeps those customers loyally returning year after year? It's your brand promise – the key factor that sets you apart from similar businesses. Your brand promise is the starting point for every decision you make."

"Mastering the Rockefeller Principles" – Verne Harnish



A LOOK INTO THE LIFE OF THE PACIFIC'S FATHER OF SWIMMING

This week Oceania Swimming celebrates the UN's International Volunteer Day, celebrating volunteers all around us who come to our assistance in times of need, help save lives and support people so that they can live their lives in dignity.

Sport relies on volunteers to spread their knowledge and passion to communities. They are the parents, teachers, family members and community that bring their excitement onto the field.

Today, we turn to a different corner of the Pacific: Micronesia. This large geographical area is home to a third of our member federations and there is one key volunteer that has been instrumental in all things swimming there.

Many refer to Bill Sakovich as the "Father of Swimming" in Micronesia, a pioneer in the region spreading the love of the sport throughout the islands.

"I first met Bill back in 1979 at the South Pacific Games in Suva - but only briefly. He was sailing Hobie 16s then but also had a role with his swim team," said FINA Vice President and Oceania Swimming President, Dennis Miller. "Our meetings became more frequent over the years at South Pacific Games swimming and OSA events, plus at World Champs and Olympics."

There is no doubt that Bill has contributed to more than just swimming. He has served as an Executive Board Member for South Pacific Games (now Pacific Games Council) from 1995 – 2003 and re-established the Micronesia Games Council and the Games, serving as President from 1988 – 2002.

His passion for sports is clear the moment you meet Bill, who can tell you the history of the games at the drop of a hat. Yet swimming is where his heart is.

Bill first came to Saipan in the 1973 as a bank manager, but ended up with an entire volunteer career on the side. He and his wife, Jean, started a swim club that would hold practice in the kidney shaped hotel pools if the beach was too busy. He made a sport which normally is thought to need a fancy pool and starting blocks accessible to groups of potential swim stars by finding anywhere to practice. Bill's collection of makeshift pools over the years reflect the difficulties in finding decent training areas, a barrier he was able to overcome with perseverance and creativity.

Interesting enough, access to facilities is still a barrier in the Pacific today, and many new federations look into the history books of Bill's work to create innovative ideas to help them move forward.

After Bill left Saipan in 2004, he continued to coach high school swimming at Waiakea High in Hilo. He was with Hilo Aquatic Club until recently but still can't get enough of swimming, substitute coaching when needed.

Every year in February Bill returns to Saipan to help organise two major triathlons, the SAIPAN TAGMAN Triathlon and the XTERRA Championships, both held annually on Saipan, of which he was one of the three founders.

Coaches and swim clubs request his assistance time and time again, due to his wealth of knowledge but also his approachable nature.

"What I find most impressive about Bill is his friendly, sincere personality - always accepting, motivating and helping everyone who he met throughout his sporting career and there were many, from athletes, coaches and administrators, families and friends," said President of PNG Swimming Inc, Liz Wells. "I find him to possess a very pleasant and cheerful disposition with a collected sense of responsibility, discipline, dedication and commitment to not only his team of athletes but to all those around him. In the time I have known him I have certainly been impressed with his honesty, sincerity and being a great friend to all."

While Micronesia is where Bill called home for decades, his work in Polynesia is certainly noteworthy. For the last 10 years, he has been assisting American Samoa and Samoa Swimming prepare athletes, provide coaching assistance and run FINA clinics. His most recent coaching role was with Samoa at the Commonwealth Youth Games in the Bahamas.

Bill volunteers his time to FINA 2-3 times a year running clinics for them, starting back in 2007 in Polynesia running a FINA Development Swim Clinic in Pago Pago, American Samoa preparing swimmers for the Pacific Games and most recently in 2016 in Samoa and Palau.

It's no wonder Bill was recently selected into the Hawaii Swimming Hall of Fame.

"I would thank him for just being him, a friend to all. Thank you for being you," said Wells.

For all the swim fans out there, you'll be able to meet this legend at the Oceania Championships next June in PNG. He is currently dedicating his time to organise a team from Hawaii.



To: Kelsey Ida

From JL

RE: World Clinic Special Promo

Date: July 29, 2018

Jon Urbanchek and Bruce Gemmell – A (Very) Special Seminar

Friday Sept. 7, at the ASCA World Clinic. 1-5 PM.

Limited to the First 40 Coaches Registered.

Register Here:<https://swimmingcoach.org/2018-asca-world-clinic-registration/>

Coach Jon Urbanchek is one of the most quoted, most imitated and “helpful” coaches in the world....his system of progressive and systematic training of the physiology of athletes has produced a string of world records, world class performances and international medal podium performances throughout his career.

Coach Gemmell, a huge Urbanchek fan himself, was instrumental (and continues to be) in the career of the current Queen of the Pool, Katie Ledecky, a woman who has set distance swimming world records on a whole new level in our sport. In addition, he’s produced numerous other international level performances, as he continues to be thought of as a “distance coach” par excellence. ASCA Coach of the Year in 2014 and 2015, Bruce is as “down to earth” a speaker as they come.

THE NATURE of the Special Seminar series is to create an atmosphere in a room with just 40 coaches in it, that emphasizes the questions that you bring to our two featured coaches. The direction of the Seminar will be that which you, as a participant, create. Come with multiple questions. This is YOUR OPPORTUNITY to pick the minds of two of the greatest of all time to learn how their experiences can assist you in being the best coach you can be.

Its deliberately kept to a small group dedicated to top flight learning opportunities. Be among them!

All the Best,
John Leonard



SwimErg

The ultimate swim bench for developing swim-specific power and stamina

- ✓ Improve Stroke Efficiency
- ✓ Measure Power & Performance
- ✓ Build Specific Power & Endurance



Swim Trainer

The ultimate training tool for developing swim-specific strength

- ✓ Build Swim-Specific Strength
- ✓ Develop A Perfect Pull
- ✓ Gain Powerful Starts & Turns



2018 ASCA BOARD CANDIDATES

The 2018 American Swimming Coaches Association Board of Directors Election.

Each year, 5 members of the ASCA Board of Directors have their terms of service expire. (terms are three years in length.)

Board members may serve two consecutive terms but then must take one year off before re-running for office.

The current list of Candidates who have agreed to stand for election as of this time (June, 2018) are below:



Coach Matt Kredich – Head Coach Men and Women, University of Tennessee.

Entering 2017-18, Matt Kredich is in his 13th season as head coach at the University of Tennessee and his sixth year as coach of the combined men's and women's swimming and diving program.

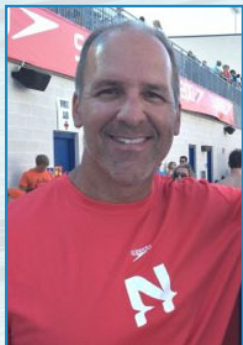
In 2015-16, the Tennessee men finished seventh at the NCAA championships, the best finish for the program since 2001 and the first top-10 finish since 2009. The women's team took second at SECs — tied with the best finish in program history — and 13th at the NCAA meet. The UT women have placed in the top 15 at NAAs for the last 11 years.

Three swimmers with UT ties qualified for the 2016 Olympic games: rising senior Kira Toussaint (Netherlands, 100 backstroke), 2015 UT graduate and member of Tennessee Aquatics Molly Hannis (USA, 200 breaststroke) and 2011 graduate Martina Moravcikova (Czech Republic, 200 breaststroke).

During Kredich's tenure at Tennessee, the team has produced 63 swimming and diving All-Americans who have achieved a comprehensive total of 378 All-American certificates. In 2017, Tennessee earned a total of q3 All-America honors between the men's and women's teams with six swimmers earning All-America honors for the first time.

Among the numerous success stories include 100-meter butterfly American record holder Christine Magnuson, who was a double silver medalist at the 2008 Olympic Games and finished her college career as a 23-time All-American, four-time SEC champion and Swimmer of the Year, NCAA champion, and Olympic Trials champion.

Kredich accepted the head coaching position of the Tennessee women's swimming and diving program on April 30, 2005. He joined UT after spending four seasons at Richmond from 2001-02 through 2004-05, when he led the Spiders to the NCAA Championships and won the Colonial Athletic Association championship in all four years. He previously served as the head coach of a combined program at Brown University for nine seasons (1993-2001).



Coach Mike Kolebar – Nitro Swimming

Navigating the waters of USA Swimming, Mike began coaching with Swim Atlanta in the late 90s. A corporate move to Texas in '99 allowed him a part time coaching opportunity with a board run program of 70 kids. Within 18 months, it became a full time endeavor, renting a country club pool in 2001, growing the club to 370 athletes and three rented pools by 2005. Creating Nitro Swimming in 2006 and moving into their own Coach owned, Coach run 50 meter indoor facility in 2007. Four years later doing it again with their 2nd indoor 50 meter facility in 2011 and today a team enrollment of over 1,800 current

athletes, and an award winning Learn to Swim program that currently serves more than 3,000 kids each week, Mike has a lot of knowledge to bring to the table and offer the American Swimming Coaches Association. Mike currently serves on the Finance Committee for ASCA.

Head Coach Mike Kolebar swam competitively in Michigan from age group through his college years at Oakland University where he was team Captain, 11 time NCAA All-American, and Senior National qualifier. Mike started teaching swim lessons at the age of 13, helping out his Dad on Saturday mornings, which allowed Mike the opportunity to learn from the best, his Dad.

Mike has a true love of coaching and teaching, and does a tremendous job making new kids feel welcomed on the Nitro pool deck. His drive to lead Nitro to ultimately become the #1 program in the country is infectious, and the staff works together as one unit with one goal: Make each swimmer a little better EVERY day.

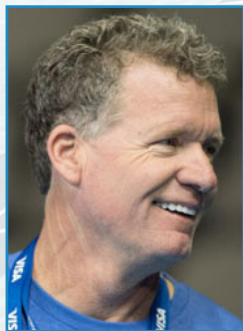
One of Mike's favorite lines is his response to this question from a parent who would see Mike every day after dropping off his daughter for practice...

Parent: "What's it like having the best job in the world?"

Mike: "It's not a job."

That is how Mike feels about being given the opportunity to positively impact as many kids as possible each and every day, and he does what he can to help make them better PEOPLE in the process.

Mike is married to Tracy Kolebar, who handles the background work behind the scenes. This would include payroll, all bill paying, taxes, capital improvements, insurance regulations, and about a million other tasks in addition to being Mom of their two kids Kalan and Kembre. They are members of Gateway Community Church and contribute in a variety of ways to local charities.



Coach David Marsh – UC San Diego And Team Elite Swimming, 2016 Head Olympic Coach.

David Marsh is the Head Coach of Team Elite Aquatics, the top professional swimming training group in the United States. In 2016, Team Elite placed more athletes on the U.S. Olympic team than any other program. If Team Elite were a country, they would have placed 3rd in the 2016 Rio Olympics medal standings. Marsh was the Head U.S. Olympic Women's Swim Coach in Rio, leading Team USA to the most medals in USA Swimming's already storied modern history. Coach Marsh proudly represents Speedo USA exclusively.

Prior to founding Team Elite, Marsh was the men's and women's swimming coach at Auburn University. After becoming head coach in 1990, Marsh led the men's team to seven NCAA national championships (1997, 1999, 2003, 2004, 2005, 2006, and 2007) and the women's team to five national championships (2002, 2003, 2004, 2006, 2007). Marsh is the most successful

Auburn coach regardless of sport and he is arguably the most successful in the state of Alabama and the SEC. Marsh's 12 NCAA titles surpass the six won by football coach Bear Bryant at Alabama. Marsh has won 17 SEC titles (13 men and 4 women), by far the most of any Auburn coach or team. In 2003 he led both the men's and women's teams to a sweep of the NCAA titles, a first in collegiate Swimming and Diving. Marsh and the Tigers went on to repeat this accomplishment three more times (2004, 2006, and 2007).

He finished his coaching career at Auburn at the conclusion of the 2007 season after the teams again won both the Mens and Women's NCAA team titles, after which he became the Head Elite Coach and CEO of the United States Olympic Committee Center of Excellence with SwimMAC Carolina. Marsh has led SwimMAC to three consecutive USA club excellence championships, a first for any programs, out distancing the second-place finisher by 12,000 points (see www.usaswimming.org).

Marsh has coached 49 Olympians from 19 different countries. His swimmers

have combined to win 89 individual NCAA titles and 277 individual SEC titles. Auburn swimmers have also brought home 90 medals from international competitions such as the World Championships, Goodwill Games, Pan-American Games, and the Olympics.

Marsh is originally from Miami, Florida and received his degree in Business



Coach Chad Onken – YMCA of the Triangle (YOTA Swim Team)

Statement of Purpose from Coach Onken: The American Swimming Coaches Association exists for the betterment of the coaching profession and leadership in our great sport. To that end, it would be an enormous honor and a privilege to be elected to the ASCA Board of Directors.

United States Swimming has led the world as a perennial powerhouse in our sport for decades. I would like to do everything in my power (given the opportunity to do so) to lead, educate, and certify coaches throughout the United States so that our

country continues to break world records and bring home gold medals as THE best swimming country in the world.

Additionally, YMCA swimming teams throughout the country are continuing to have a greater and more involved presence throughout USA Swimming. YMCA athletes are earning spots on the US National Junior Team and the US National Team like never before. The YMCA and ASCA have a great relationship, but can always continue to learn, improve, and grow from each other. With that being said, the American Swimming Coaches Association could benefit greatly from a YMCA presence and voice on its Board of Directors. I'd like to give back to the sport that has given so much to me.

Utilizing my extensive coaching experiences and knowledge, I'm passionate about exploring the myriad of pathways that ASCA can increase its impact with relation to:

- Continued diversity and inclusion throughout our sport
- Eradication of the epidemic of drowning in youth across America (and the world)
- Continued growth and development of Para-swimming
- Grassroots expansion of our sport throughout the United States

I would love the opportunity to make an impact on the American Swimming Coaches Association and serve on its Board of Directors.

Bio from Coach Onken: Chad is in his 12th year with the YMCA of the

Administration from Auburn in 1981. Marsh was a five-time All-American backstroker at Auburn. His wife Kristin is an acclaimed coach in her own right, recently being named All-Divisions Coach of the Year award for North Carolina. David and Kristin have three children in the: Aaron, a Junior at Queens University of Charlotte, Alyssa – Sophomore Swimmer at Duke University, and Maddie a Junior in high school at Pine Lake Prep.

Triangle Area (YOTA) Swim Team and 10th as the Head Coach/Senior Director of Competitive Swimming. He joined the YOTA Swim Team after helping the Auburn Tigers win men's and women's team titles at the 2006 NCAA Championships.

Primarily known for the discovery and development of world record holder, NCAA Champion, and 2008/2012 US Olympic Gold Medalist Cullen Jones, Chad has almost 20 years of successful championship coaching experience throughout age group, high school, YMCA, and NCAA championship swimming. In addition to being a Level 5 certified coach by the American Swimming Coaches Association, Chad is also a six-time recipient of the ASCA "Award for Coaching Excellence."

The YMCA of the Triangle Area Swim Team has had multiple athletes qualify for the 2009-2010, 2010-2011, 2011-2012, and 2014-2015 USA National Junior Teams. YOTA athletes have broken several North Carolina state records, recorded numerous USA Swimming Junior and Senior National time standards, broken 100+ YOTA team records, won dozens of YMCA National individual and relay titles, set a number of YMCA National records, and have broken 3 National Age Group records. Additionally, the YOTA Swim Team has been crowned the 2010, 2011, and 2012 Men's YMCA National Champions and 2014 Women's YMCA National Champions under Coach Onken's leadership. YOTA has had a significant presence at the 2012 and 2016 Olympic Trials, too.

Chad graduated from Florida State University in 1999, where he helped the Seminoles to a number of top 15 finishes at the NCAA Championships. He moved to Raleigh in 2000 as the Head Assistant Coach and Recruiting Coordinator at NC State University. While at N.C. State, Chad was the primary coach responsible for developing one USA Swimming National "B" Team Member, six US Olympic Trial qualifiers, six NCAA All-Americans, six ACC Champions, 10 school record holders, and five top 100 FINA World Ranked athletes. After five years at N.C. State, Coach Onken became the Assistant Swimming Coach at national powerhouse Auburn University. During his stint with the Tigers, Onken helped the team capture both the men's and women's 2006 NCAA team championship titles. In addition to various administrative and recruiting duties, Chad helped coach seven NCAA Champions, 34 NCAA All-Americans, 13 SEC Champions and 13 Auburn school record-holders.



Coach David Salo, Head Coach Men and Women, University of Southern California.

David Clark "Dave" Salo is a swimming coach based in Southern California, United States. Currently, he is the head coach of the men's and women's swimming team at University of Southern California, as well as USC's club team: Trojan Swim Club. Prior to his becoming the USC coach in 2007,[1] he was the head coach of Irvine Novaquatics,[2] a position he held since the Fall of 1990, and was head coach of Soka University of America's men's and women's swimming teams from 2003 to 2006. [3] He currently remains Novaquatics' General Manager.

He was hired as head coach of Novaquatics after a previous appointment with the University of Southern California where he served as Men's Assistant Coach under head coach Peter Daland. While at USC, Salo assisted with the sprint group while also serving as recruiting coordinator during his final two years at the university. During Salo's tenure the Trojans earned NCAA top five honours, taking second in 1986 and 1987.

While head coach of the Irvine Novaquatics, Salo led his team to a number of age group championships (BC and Junior Olympic) as well as several Junior National Team Championships and the United States Swimming National Championships (Men, Women, Combined, Combined Under 18).

Along with team championships, Salo coached five swimmers – Amanda Beard, Aaron Peirsol, Jason Lezak, Gabrielle Rose, and Staciana Stitts –

that represented the United States at the 2000 Olympic Games, winning five medals.

In 2003, Salo was Director of Aquatics and head coach at Soka University of America.[3]

In 2004, Salo coached Jason Lezak, Colleen Lanne, Gabe Woodward and Lenny Krayzelburg to the USA Olympic Team. He also served as Assistant Coach for the USA's men's team.

In 2012, Salo coached Jessica Hardy, Rebecca Soni, Ricky Berens, Eric Shanteau, and Haley Anderson to the USA Olympic Team, along with Katinka Hosszú to the Hungarian Team and Oussama Mellouli to the Tunisia Team. He was one of the assistant coaches. His relationship with Hosszú has been controversial; according to her, when she looked for advice during the 2012 Summer Olympics, Salo replied that she should worry because she "can always open a beauty salon"; after the incident, Hosszú left Salo and began training with Shane Tusup.[4]

Salo has also served as assistant coach for the USA Women's team in the 1999 Pan American Games as well as the 2000 Olympic Games and headed the Men's Team at the Goodwill Games in 2001 and the 2005 World Championship Team.

Salo is a graduate of Long Beach State (B.A. and M.A.) and the University of Southern California (Ph.D.)[5]

SHORT IDEAS



We value EDUCATION.

We believe that education in our sport, and in general, makes better coaches and better people.

People who value and seek education keep their minds open to all (and new) possibilities.

People who are continual, lifelong learners, make excellent minds to be TEACHERS and COACHES.

People who seek education become humble learners realizing they can never know it all. The result of higher education is a "higher level of questions and more of them" than those who do not pursue education, benefit from.

There is no research that can prove that Being More Educated makes a person a better coach. And we can often think of coaches with little formal education in any way, that make excellent coaches. (but not a lot of them). Being educated in and of itself, does not make you a better coach.

But its an excellent tool to improve your possibility of serving "better" as a coach. This is an article of faith among any and all who value education.

Thank you. John Leonard



ATHLETIC EXCELLENCE: MENTAL TOUGHNESS TRAINING FOR SPORTS



By James E. Loehr

I'm not playing "not to lose" anymore. I still want to perform to my best, to break that new record, to walk away victorious, but something very important has changed. My focus now is simply the **MOMENT**...I **savour** the moment. Every moment of every performance is something to be totally experienced and totally enjoyed. I simply seize the moment for what it is and, whenever I do that, I begin immediately to experience a sense of calm, strength, and energy that continues to amaze me...As long as what I am doing at that moment is precisely what I am doing at that moment, everything happens naturally. I don't have to try to get psyched, or try to concentrate or try to perform well. I just do. And when I'm there I have energy to burn. If you try too hard you force it and there is a difference between trying harder and giving 100%. I've always been my own toughest opponent and I suppose I always will be.

If mental skills represent at least 50% of the process of playing, why do coaches and athletes spend only 5-10% of their time working on these skills?

MENTAL TOUGHNESS IS LEARNED, NOT BORN: Self-motivated and self-directed, positive but realistic, in control of emotions, calm & relaxed under fire, highly energetic and ready for action, determined, mentally alert and focused, doggedly self-confident, fully responsible.

When the final moment of truth finally arrives, the deciding factor will always be the same. It will be your **INNER STRENGTH** that makes the ultimate difference: you will always be your own Toughest Opponent, so focus on doing the best that you can.

Focusing on winning and losing the external contest all too frequently leads to performance paralysis. Fears of winning and losing quickly lead to muscle tightness, excessive anxiety, and poor concentration. "Winning the contest with yourself" rarely leads to such performance problems.

Three test questions at the end of every play or practice:

- 1) I gave my best effort every moment. I gave 100%.
- 2) I maintained a predominantly positive, healthy and optimistic attitude.
- 3) I accepted full responsibility for me today, for what I did and didn't do (didn't blame others, weather, bad equipment, cheating opponent or anything else).
- 4) Winning the contest with yourself is hard work. It is truly the ultimate challenge.
- 5) You must realize that you can succeed with yourself every day. This is precisely how you build success, the most satisfying and fulfilling of all—the conquest of self.
- 6) Self-discipline./self-control/self-confidence/self-realization. Once you believe in yourself and feel good about you, the doors are opened to becoming your fullest potential.

"Success is peace of mind, which is a direct result of self-satisfaction in knowing you did your best to become the best you are capable of becoming."—John Wooden

AET=> Athletic Excellence Training Model

- Mental toughness is learned, not born
- The ultimate measure of mental toughness is consistency
- Excepting the influence of physical factors, performance consistency is the result of psychological consistency.
- The extent to which individuals or teams will perform toward an upper range of their talent and skill largely depends on the success they have in creating and maintaining a particular kind of mental climate within themselves.
- Excepting the influence of physical factors, the level of performance of individuals or teams is an accurate reflection of the kind of internal

- climate existing within the performers themselves
- An ideal internal performance climate exists for every athlete and team. This is referred to as the Ideal Performance State.
- The component elements of the IPS are fundamentally the same for all athletes and across all sports
- The IPS is most accurately described in terms of specific feeling states experienced by the individual performers
- The most important mental skills required in competitive sport are those associated with creating and maintaining the IPS during play
- Mental toughness requires a high degree of control over the IPS. The more you practice the better you get.

The real test comes when the pressure is really on, when the world is against you, when everything has turned upside down. It is here that you come face to face with the limits of your mental strength.

Your level of performance is a direct reflection of the way you feel inside... Mental toughness is the ability to create and maintain the right kind of internal feeling regardless of the circumstances. The most important thing you can do to perform to your best at the time is to create a particular feeling climate within yourself and maintain it, **NO MATTER WHAT.**

Twelve distinct feeling categories for performing optimally: physically relaxed, mentally calm, low anxiety, energized, optimistic, enjoyment, effortless, automatic, alert, mentally focused, self-confident, in control.

Nobody plays when they're feeling the pressure: the difference is those who can or cannot eliminate the pressure. Thinking the wrong thoughts can quickly lead to pressure problems.

- Instead of thinking "What if I don't do well?!" or "If I don't do it now, I'll lose everything" choose one of these Samples:
- "I'm just going to do the best I can and let the cards fall where they may"
- "I'm simply going to focus on doing my job the best I know how"
- "I'm going to have fun out there, no matter what"
- "Pressure is something I put on myself"
- "Even if I'm not the greatest today, it won't be the end of the world"
- Winning and losing is for the fans; I simply perform and feel great doing that"
- I love tough situations; the tougher the situation the better I perform"
- I'm going to be OK---no matter what
- Is this a threat or a challenge?

Start loving adversity—that is what makes you a champion! You gotta love it!

Do you have rituals that help to get you feeling loose, confident, energized, etc.? Every good performer has rituals. Let overwhelming feelings of pressure trigger your determination, inspiration, challenge, and positiveness. Transform adversity and pressure into challenge, inspiration, opportunity—that begins in your head. Intensity is simply high energy.

Joy, fun, love, challenge, optimism, determination, enjoyment become calm mental state, attentional control, relaxed muscles become high level performance. Negativity erodes INNER STRENGTH. I accept full responsibility for myself. I simply focus on doing the very best I can at every moment. Mistakes are feedback and a necessary part of learning anything well. I'm willing to pay the price to be successful by striving to have fun no matter what and enjoying myself as I perform. I always give my best effort, reducing negativity as it arises. If I don't make mistakes I won't learn. Repeat often: "I can do that" "I am getting more disciplined" "I love adversity" "I'm feeling more relaxed and calm" "I'm feeling inspired and stronger" "I can"

Live without fear...Pillars of mental toughness: motivation, self-confidence, attentional focus, coping with pressure

Successful use of mental skills: mental preparation, imagery, goal-setting, self-talk, training

Relaxation Strategies: progressive relaxation, relaxation response, slow down, use breath control

To change mindsets: "I don't divide the world into the weak and the strong

or winners and losers, but rather into learners and non-learners." Benjamin Barber

Ben-Shjahir says we only learn mental toughness by actually experiencing failure, by living through it. As J. K. Rowling says, "tested by adversity to find our strengths and self-knowing."

For your finest hour:

Prepare your strategies as exercises: visualization is one of the most powerful mental training strategies available to performers: it is nothing more than the systematic practice of creating and strengthening strong positive mental images. (i.e., positive image programming). A learned skill. Visualization is the connecting link between mind and body in performance. Establish a regular visualization practice routine which rehearses helpful mental and emotional responses to difficult situations that may arise during performance—no substitute for hard work but physical practice is only half the battle. Start thinking in positive pictures in as much detail as possible in colour. Work to eliminate the failure images and replace them with successful ones of you staying confident, calm, and positive as well as productive. Many short sessions of five minutes each are better than one or two long ones. Use your imagination to set long-term, intermediate, and short-term goals. Become an artist at managing negative energy.

Being mentally prepared simply means **NEVER BEING SURPRISED BY ANYTHING.**

- Muscles relaxed
- Calm & quiet
- Low anxiety
- High energy
- Positive
- Highly enjoyable
- Effortless
- Automatic
- Confident
- Alert
- In control
- Focused
- Playing well visualization
- Resilience of emotional control
- Refuse to worry, feel winning feelings...say "Stop" if negative thought arises.
- One Objective: to create and sustain your Ideal Performance State **NO MATTER WHAT**
- Act "As If" in adversity
- Work hard to develop and maintain the physical presence of champion ---no matter how you feel!
- Choose a mantra to say over and over again in rhythm with your breathing to focus: it is your mental target: such as "Calm", or "Feel no pressure" or "See it" or "play"
- STAY WITH IT---you are developing a new set and higher level of skills



“HE SAID THE ORGANIZATION DOESN'T WANT TO PAY FOR THE EDUCATION OF PART TIME COACHES!” (AN EDUCATION IN SHORT-SIGHTED MYOPIA)



By John Leonard

This is the response I got back from a staff member after I'd sent along a request from a young and very well meaning coach who wanted to educate his young staff. The head coach told me that they had 120 athletes and wanted to grow to over 200 quickly, but were having a hard time doing so, as they continually “Churned” athletes at the lower levels of the program....they came in, tried it for awhile and typically left after approximately two months. So their numbers were not rising. The club had one full time coach (himself) and 7 part time coaches.

This struck me as the complete opposite of how a good business has to function.

The ENTRY LEVELS of your program are the front door to your business. The experience the athletes and very importantly, their parents, had as they started the program was the “first impression”. And as we all know, first impressions are HARD to overcome.

The Head Coach had very good credentials, ASCA Level 3 USA-Swimming, educated through Level 5, and four enrichment classes and a history of a clinic a year in his background for five years. His Board of Directors, who, typically, had limited background in the sport, thought people would come to the club “because of the head coach.” Good Luck with that.

Face facts. Beginning parents chose swim clubs a huge percentage of the time, based on CONVENIENCE...how easy is the club to drive their children to, and how close to their residence.

So they would bring their children, 7-12 years of age, to the club to tryout.

Where they would be coached by 18-25 year olds, with a Level 1 USA Swimming course in their background. And that's all. No significant experience, no age relevance to the parents, no expertise in dealing with young children, no experience in teaching strokes... and they pretty much coached “the way they were coached.” (which meant, get in and swim laps.)

Experienced coaches and teams today know that won't work. Not with today's parents and children.

And oddly, the Board could not connect the lack of education and preparation of the Assistant Coaches, with their failure to grow.

So what was it costing them? On their website they listed 3 levels of “novice swimming” that met 3-4 and 5 times a week. The monthly fees were \$100/125.00/150.00 a month.

So a new swimmer who stays for a year, brings in a minimum of \$1,200 to the club in that year. If they stay five years, easy to see a return PER SWIMMER to the club of more than \$5,000.00!

So if they LOST 30 swimmers a year because the swimmer and parent had a “less than expected experience”, the club was tossing \$150,000.00 out the window, because **they “didn't want to pay for the education of Part Time Coaches.”**

No one can afford to stay in business like that.

The Assistant coaches who coach the novice groups on your team are your most important team players when it comes to growing your team and making it successful as a business and a swim team. Not INVESTING in improving those coaches is simply short sighted failure to acknowledge the reality of today's youth sports marketplace.

What does it cost to educate that Part Time Coach each year?

1. ASCA Membership - \$88.00 annually.
2. Two ASCA courses, online per year to raise their required Levels of Coaching – roughly \$120.00
3. Attendance at one live clinic a year to improve INSPIRATION, EDUCATION and COMMUNICATION – Anywhere from \$100 to \$1,000.00 (to send them to the ASCA World Clinic the best clinic in the world.)

So for \$300 a year, you have an EDUCATED COACH READY to HELP GROW YOUR BUSINESS.

Versus LOSING hundreds of thousands of dollars of swimming dues that walk out your door.

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All the Best,
John Leonard

SELLING SPORT:

THE INFLUENCE OF COACHES AND OFFICIALS

By Wayne Goldsmith

We know that the number of kids playing competitive sport around the world is declining rapidly.

We also know that in response to this decline Governments, National Sporting Organizations and Sporting Clubs are investing a lot of money, time, energy and resources into marketing, advertising and promoting sport, i.e. selling sport.

For the most part, this money is wasted money.

Regardless of the brilliance of the National "Let's-all-play-sport" type campaign and irrespective of the amount of money thrown at some new and flashy advertising program to promote and grow sport, the number of kids playing competitive sport will continue to decline.

Why?

Because the reason why kids are not playing competitive sport has nothing to do with advertising, free-gifts, modified games or marketing campaigns.

It's all about the actual experience they receive at the "coal-face" – i.e. the "end-user" experience of sport that the kids see, hear and feel when they turn up for training and competition at their local club.

Sports and Governments can spend millions and millions of dollars on gimmicks, games and gizmos to get kids and their families down to their local club to play football or tennis or rugby or baseball – but all it takes to get them to turn around and never come back, is one poor experience with a coach or an official.

Coaches and Officials – more than anyone else – are directly responsible for whether your sport succeeds or fails.

Coaches and Officials can be powerful and effective advocates for all the wonderful things your sport has to offer.

And they can be just as influential in contributing to the demise and even complete destruction of your sport.

So the question is: Are your coaches and officials Spoiling Sport or Selling Sport?

First Thing's First: It's all about THEIR dreams.

Why is it essential that coaches and officials clearly understand what their roles and responsibilities really are when it comes to coaching and officiating sport?

It's obvious.

Because it's not about you – it's about them.

It's about every child – every kid – everybody who's involved in sport and who dreams about playing, racing, shooting, scoring, competing....

The main reason competitive sport is dying all over the world is that far too many coaches, officials and other deliverers of sport don't understand the absolutely fundamental core principle of the sports' experience....it's all about the kids.

Kids are motivated and inspired to do sport for a range of reasons. Their friends do it. A member of their family does it. A hero or role model does it.

Regardless of the reason why they play sport, once they've made the decision to run, jump, throw, roll, pass, ride....it's the job of the rest of us to provide the environment and the opportunity for them to enjoy the experience and to live their sporting dreams.

Far too many people in sport kill kids' dreams because they've forgotten that it's not about the rule book or the sport's selection policies or the official handbook. And it's not about heart rates or lactates or periodization or muscle contraction.

It's about kids – and their dreams.

And anyone who kills the dreams of kids should be locked up!

Encourage kids to live their dreams.

So....Are You Spoiling Sport or Selling Sport?

Here's three situations to illustrate the difference between Spoiling Sport and Selling Sport?

Imagine there's a young girl in your basketball program. All week long she's dreaming about basketball. She's talking to her friends about playing the game. She's texting about it. She's on social media connecting with her team-mates about it. She's laying in bed at night thinking about her passing, her shooting, her scoring.

Then she arrives at training and her coach is there – waiting to start the training session.

Spoiling Sport action: The coach makes everyone in the team run 20 laps around the court. This is followed by 10 minutes of stretching and 10 minutes of core-stability work. Then the coach introduces 20 minutes of defensive drills involving only the defenders while the team's attacking players sit on the bench waiting for their turn to practice. The coach then runs the attackers through some attacking drills while the defenders sit on the bench. With three minutes to go in the training session the coach says "Ok – let's have quick game before we go home". During the three-minute game, the coach stops the players ten times to correct their technique and skills.

Selling Sport action: The coach says "OK – guys, let's play". The players commence playing a game. After five minutes the coach stops the game and says, "let's have a stretch". After three minutes of stretching, the players return to the game. After 5 minutes the coach notices that most of the players are struggling with low passes. He stops the game and the players practice low-

passing skills for about 5 minutes. The coach then says, "OK guys – let's get back to the game – and let's get those low-passes sharp and fast". The players play for another 10 minutes with the coach walking around the court working one-on-one with individual players as they play. The coach let's the game flow through the entire training session believing that "the game is their greatest teacher". At the end of the session, the coach asks a few players what they thought about the session, what they learnt and how that would help them in their next game.

Then there's the 10-year-old swimmer. She loves swimming. She tried team sports. She had a go at athletics. But swimming is "her" thing. She loves the feeling of moving and flowing through the water. She can't wait to get to practice each day and to hang out with her friends and her coach. All over her bedroom wall are pictures of national team swimmers. She went to national championships last year as a spectator and got a photo with her hero – one of the national team swimmers who won an Olympic Gold Medal – and that photo sits proudly on her bedside drawers.

She enters in a small local Swim Meet near her home. On the day of the Meet she gets up early, has a nice breakfast and excitedly prepares to get ready to race.

At the Meet she's so happy and excited she can barely control her enthusiasm. When it's her time to race, she heads down to the marshaling area and steps up on the blocks to race her favorite event: the 50 metre breaststroke.

There's a small technical error with her breaststroke kick. It's a relatively minor fault – but technically – under the rules of the sport – it's a disqualifiable fault.

A race official meets her at the end of the pool.

Spoiling Sport action: The race official confronts the swimmer as she gets out of the pool. She tells the swimmer "You're disqualified". The race official then turns away to go back to her duties.

Selling Sport action: The race official confronts the swimmer as she gets out of the pool. She tells the swimmer, "Your breaststroke is coming along nicely. Well done. You've got a little technical issue with your kick. Is your coach here? I'd like to have a chat with her about your breaststroke and talk about some ways we can help you make it better".

Or what about a teenage boy who loves Kart Racing. He's got – as they say "a need for speed". All his life he's dreamed of going fast. At 8 he rode his skateboard down the local hill. At 11 he couldn't wait to jump on his bike every day and ride to school as fast as he could. Then...at 15 years of age – he found Karts – and wow!

All over his bedroom wall there's photos and posters of Formula 1 cars, NASCAR drivers, national champion Kart racers....he is completely and totally connected to motor sport of all kinds.

His parents are not wealthy but they love him and support him in everything he does. So because Kart racing is his passion they find ways to get the money together to buy him a second-hand Kart and help him to fix it up, re-paint it and get it ready to race.

His parents even find a way of borrowing a trailer so they can drive the Kart to a big race event being conducted over four hours away.

The teenage driver arrives at the track excited and ready to have a great day's racing.

A race official inspecting his Kart prior to the start of the first race, identifies a minor technical problem with one of the Kart's wheels.

Spoiling Sport action: The race official says nothing to the young boy but disqualifies the Kart – and therefore the young driver – from the day's racing. The official posts the disqualification on the race day notices board and the young driver finds out about his disqualification from a friend who sees it posted there.

Selling Sport action: The race official says to the young driver, "Great to see you here. Amazing paint job on your Kart. There's a little problem with one of your wheels. However, we've got some spares here at the Club which will fix this problem for today so you can race". The official hands the young driver a booklet. "I've highlighted the page covering "wheels" in this handbook. Happy to go through this with you and your family later today if you like. Have a great race".

The point is this

Coaches and Officials can kill sport.

They can be the most negative and destructive forces within Clubs and Sporting Associations.

Or – they can be the most powerfully constructive forces for positive change, growth and engagement and help your sport to thrive like nothing and no-one else can.

It all comes down to how you're training your Coaches and Officials and educating them about their real roles and responsibilities.

It's all about this kid...and all the kids like him.

Selling Sport: What are the real roles of Coaches and Officials?

- 1.Connection – connecting sport with the sport's "clients" – i.e. kids, families, participants, competitors etc.
- 2.Inspiration – inspiring the hearts and minds of the sport's "clients".
- 3.Education – educating the sport's "clients".
- 4.Experience creating – creating positive, engaging, entertaining, stimulating, safe and supportive experiences for the sport's "clients".
- 5.PLUS....Doing all the "stuff" coaches and officials have to do.

We've got it wrong!

We've trained and educated coaches and officials to do all the "stuff" they have to do as their first priority.

Coaches have put periodization ahead of people.

Officials have put the "Laws" ahead of learning.

Sure – there's no doubt there are times when coaches have to coach and officials have to officiate.

However, if there are no kids coming to training or attending events.... there's no one to coach or to officiate.

The priority of sport – and that means the priority for everyone in sport – regardless of what your role is – is to create enjoyable, rewarding, meaningful experiences for kids and their families.

Summary:

- 1.Coaches and Officials ARE sport in many cases. They are the people who make the connections, who build the relationships, who create the experiences for kids and families. It is essential they realize the importance of their roles in ensuring the sustainable success of sport.
- 2.Stop Wasting your money on national marketing campaigns, advertising and promotional programs. Invest in the training, development and retention of your coaches and officials. Get that right – and your sport will flourish!
- 3.Important Message to all sports...train your coaches and officials to focus on their roles and responsibilities to growing the sport as THEIR priority.
- 4.At all times put the kids in your sport – and their dreams – first and foremost. If coaches and officials help kids to realize their dreams, rather than stamping on them – everyone wins!

Check out Wayne's new book Leading Without Leading – available now on Amazon Books.

SHORT IDEAS



World Clinic 2017, Washington, D.C.

– Coach Sid Cassidy, Saint Andrews Swimming, Boca, Florida

"American Swimming Coaches are nothing if not creative. What we hear all the time and see all the time is "FIND A WAY". That's a constant in high school coaching. Where you may see a Lake, we see our "50 meter pool". That's how I grew up in Wilmington, Delaware with Bob Mattson."



"Juggling High School and Club Programs" – World Clinic 2013

– Coach Derek Howarth – Northside ISD, San Antonio

"We had a couple of high school coaches with us....they simply lacked the maturity to understand that they were not put there to be the kid's friends. We needed them to be COACHES, so that the athletes could step up and rise to the challenge of Texas high school swimming. We had to learn to leave our egos at the door and that's difficult. It came down to a simple thing....grow up enough so that we can ALL DO WHATEVER IT TAKES FOR THE KIDS."



"Juggling High School and Club Programs" – World Clinic 2013

– Coach Derek Howarth – Northside ISD, San Antonio

"When we got started, we spent a lot of time...and I mean a LOT of time, just getting the basic things straight, so we could serve the athletes. Things like developing a season plan between club and high school coaches so we could best develop the athletes. It was very uncomfortable because we had 6-7 head coaches, all of whom, even though they wanted to cooperate, had their own interests to consider. In the end we decided we would tolerate the uncomfortable conversations because we wanted to make sure the athletes got the benefit in the long run."

WORLD-CLASS WALLS:

ELEMENTS OF ELITE TURNS

By Matt Kredich, University of Tennessee

IMAGE CREDIT: SWIMSWAM

All right, I am going to go ahead and get started. I'm going to start with a quick story, about the evolution of turns. This is a moment in history, not many people know this. And there's not a whole lot of history worth telling where I swam, which is Duke University; at least in terms of Swimming. But this one's good. There was a guy who coached the Duke swim team for about 30 years, and his name was Jack Persons. Anybody ever know Jack? Jack was one of those coaches who could coach everything. He coached Lacrosse, he coached Baseball and he played Football, ran Track; he was a champion boxer, back in the day. And then he coached for/at Duke for 30-some years. Phenomenal teacher of Red Cross, taught Red Cross for over 50 years; taught me all my first Red Cross certifications. And he was a character; he was an absolute riot.

So, back in the late '40s, the flip turn had not been widely adopted. As near as I can tell, the first person to do a flip turn in competition was Adolph Keifer in the '36 Olympics. But by the '40s, it still hadn't been widely adopted. And information really did not flow very quickly back then. There was no way to look-up what people across the country were doing on their turns, their starts, and so things moved slowly.

There is a really-good, young sprinter named William McKee at Duke. And somehow he came on this new-fangled idea that he wanted to try in a swim meet and he was going to do this flip turn. And so he went up to Coach Persons, and this is at a big meet. He said, "Coach, I'm going to try this flip turn. I promise you it is faster; I've been working on it in practice, just watch this." And Coach Persons said, "You will do no such thing. You are not going to do a flip turn, we need to win this. Keep that junk out of here, that's a circus trick."

So Billy got in there and swam the first length. And he did a turn, a flip

turn, and came off the wall ahead of this guy. Did another turn, flip turn, came off the wall even further ahead. And by the end of the race, he was a good body-length ahead. Won the race for the team, got out, really proud of himself. Ran over to Coach Persons: "What about that, Coach?" Well Coach Persons, who, remember was an amateur boxer, slugged him in the stomach. "Don't you ever do that in a meet again," he said.

So, sometimes we are slow to adopt things that are obviously faster, and that's human nature. But this talk is really... I am not claiming to be giving you anything revolutionary here—although there are a couple of things that may be thought of as blasphemous, we'll see. But this is a way to just stimulate thinking about turns, and give us some ideas about how you are approaching them.

So first of all we are going to talk about valuing turns. What value do we place on walls? And do the values that we display and the way we practice actually match what we say we value? So here's a map of a short-course pool—in fact, it is going to become a map of a race. And the arrows represent the distance that we will call turns. So off the wall, is everything from off the wall to the point where the swimmer exits on to the surface; and coming into the wall we have what we call the approach. Okay.

So this swimmer is taking up a lot of their race time executing turns. This one is doing less. And you can sort of see that everybody brings a different kind of approach to walls. All right. What is the percentage then of time spent, or distance spent, on turns. And some of those people are spending half of the distance of the race executing some element of a turn—half. And even the people who are approaching a turn as something to get-through and get-out-of really quickly are still going about 7 meters out of every 25; as a stroke in, a jump off, an underwater travel, and then a stroke onto the

surface. Okay? And those skills are taking-up 7 yards out of every 25; that's a pretty big percentage. So the bottom line is: it's a big part of the race.

Now, how much time do we spend focusing on making turns better? And by we, I mean, we as coaches. Because I can hear some of you now—I have said it before too—your thoughts are probably as old as the sport itself: we focus on turns every time we do them. Right? You've said it, I've said it. If you want to work on turns, work on it now. You do a turn everyday; you do a turn every length. Well, I think we've got to get away from that idea, because, like I said: it is as old as the sport. And if that approach, think about it when you do it, therefore you'll get better, if that approach hasn't worked—and I don't think it has, I think we've stagnated—then we need a different approach.

In a long course pool, I'm going to tell you, it is not really even... it is not much different. The distance that we spend swimming is different, but it's possible that the importance of a turn may be even greater.

Let's say you use the entire 15 meters: that's still only 30% of the race. But what I would like you to visualize is actually the effect of the exit. And I am using the term exit as the moment where you break the surface of the water and switch from underwater propulsion to propulsion on top of the water. It is a violent moment and therefore it can be called a breakout; but we don't want it to be violent, so we are going to call it an exit. You are exiting kind of from one room into another; from one way of being in the water to another. Breakout sounds like you are getting out of jail; exits can be graceful and should be.

Okay, what are the highest speeds that a swimmer reaches in a race? Certainly off the start; but then off the wall. The second-highest speed you reach in a race is coming off the wall. By logic then, there has to be some kind of deceleration between that high-speed off the wall and the speed that you are creating on the surface; there has to be deceleration. And there is also going to be a decay rate, a deceleration, down the pool. That is happening. It is not automatic, but if we were to analyze the velocity at each moment in the length, we would find that people slow down. The faster swimmers slow down less than others, but people do decelerate.

And I am going to say that this moment where you exit, from underwater to on top of the water, is going to determine the rate of deceleration in the rest of the length. So the velocity/speed that you are carrying underwater, if you are carry that to the surface, then the rate of deceleration and the total deceleration will be a lot less. And you can imagine it.

Imagine a swimmer taking their first stroke six inches below the surface of the water and coming to a stop. Okay? Their initial speed is going to be slow; and at any point probably other than after the first turn in the race, they will not accelerate. Their initial speed, that's what they have got to deal with, and that length is doomed. In a long-course pool, that length is doomed for a longer period of time than in a short-course pool. So the cumulative effect could even be greater. And if you nail it, if they are coming out of the water, coming through the exit with the same velocity that they created under the water, then their deceleration is going to be less. And that's multiplied over the remainder of the 35 meters and that gives them a distinct advantage. So the rest of the quality of the rest of the length is affected by the quality of the exit. Alright.

And this is just a graph that kind of represents.... (Might not have chosen the colors well but) the yellow swimmer is coming off the wall with the same speed as the gray one. But the deceleration. Let's say the grey swimmer has a really-good impulse, acceleration almost, right before the surface; and then it's too early, so there is a huge deceleration and then they decelerate from a slower point. And probably at a greater rate than the swimmer who has a smooth exit and no deceleration through the surface, or at least limited deceleration through the surface. So it could be possible that the turn is even more important in long-course swimming than in short course—something to consider anyhow.

So the next part is... this is an example of why it doesn't work to say we

work on turns all the time; every time you do a turn, we are working on a turn. And I gave this talk in Australia, and this is a challenge: watch people pass at basketball and you've got to count the number of times they pass the basketball. The players wearing white, only; not the players wearing black. Okay? The Australians weren't very good. Americans watch more basketball, I want you guys to nail this; for American pride, Team USA, right here. Ready?

What is your count? Who saw a guerilla? You are way better than the Aussies. Alright, the point of that experiment is probably obvious: the instructions that I gave you were not to look for the guerilla—if we had given you the instruction to look for the guerilla, you would have easily seen the guerilla—they were to count the passes of the people wearing white. And I even did something to try to focus you even more, make it a little more meaningful, on the passing: tap-into the national pride here. So even though a guerilla clearly passed through the picture, a lot of people still didn't see it.

So let's apply that to we work on turns every time we do turns. Well, by that logic, we work on everything, every time we do it. And we do: we experience it, we get better at it, we are practicing it. Everything that we do, everything that we practice, we get better at. But the intention you bring to it is what really defines the progress you are going to make. And if we are focusing on heart rate, and focusing on stroke length, and breath timing, and times; then the turn is sort of a causal experience. And that's okay, there is a time for that. But if we want to get better turns, we can't say: well you should have gotten better because you did them. I hope that makes sense.

So, how do we visualize turns? How are they different than some of these moves here? Imagine if you were to practice these moves here the way we practice turns. These are guys doing fairly dangerous stunts; it's tumbling, it's acrobatic, it's incredibly athletic. And that's what we are asking people to do on turns. But the big difference in Swimming is: there is no danger in doing a turn wrong—there's nothing that we are risking. These guys, if they don't do it right, then there is going to be some pain. And this is probably... for every one video of hardcore that's kind of spectacular, there are three or four of them that are spectacular in terms of the injuries that are being captured on video. So there is a tremendous amount of danger, so there is tremendous amount of incentive to do it right. There is not as much incentive [in Swimming] because there is no danger in doing a turn poorly. But the gymnastic ability, the athletic ability, that we are asking for from our swimmers, is really on par with what these guys are doing.

So I am going to talk about how we've kind of treated turns in the past. It has been an evolution over several years. I've gotten a huge kind of push this year. Those of you at my talk earlier, I talked about the time I spent with Bill Boomer; it's helped me a tremendous amount in kind of thinking about it and visualizing and practicing the turn, in terms of elements, in terms of specific skills.

And what we've done is we've broken the turn down into seven different segments:

1. Starting with the approach,
2. then moving to the rotation,
3. the landing,
4. the jump,
5. flight, which is the period right after the jump, leaving the wall before you start to create any impulses,
6. underwater, subsurface travelling,
7. and then the exit.

Seven different pieces.

Within each stroke, these segments, these pieces make up what I'll called forms. This monk is practicing forms of kung fu. And I don't believe that I am overreaching in saying that turns offer the same kind of opportunity for growth as a martial art does. We can work towards mastery on every part, and like in everything else that we do, mastery is seldom if ever achieved. So here are our forms; they are not as graceful. But these are some kind of snapshots of the way we practice the different elements and the different

forms of turns. And I'll go over some of these; as I go through the talk, I'll continue to show you examples so you can visualize them—I think it's really important. But what I felt like I was doing at one point was making a turn video, and I didn't really want to make a turn video for this talk.

I want to stimulate thinking and ask you to kind of conceptualize some of these things, and then challenge you to take it a step further or multiple steps further in your own practice. Because if we look at the evolution of Swimming, 20-30 years ago, people were not travelling very far underwater; 40 years ago, everyone was coming-up before the flags; 30 years ago, most people were coming up before the flags, off of every wall. So who knows how many strokes per 100 we've lost in the past even 10 years. It is going underwater and it starts at the wall. So we are trying to get really good at this.

So there are a million different variations of the elements that you can put together to practice for turns. And now I am going to talk—again, I talked a little bit this morning but I am going to talk again—about one of the main challenges to doing turns well and that's our relationship with breathing. I showed this slide earlier this morning. And we talked... I'll give you something you can all relate to. We talked about this extensively for the past 18 months.

Breathing

The fact is that what drives respiration is an accumulation of CO₂ in the blood. The body interprets that as an acid. If your blood becomes more acid, then a series of reactions kind of occur that increase blood flow to the peripheral parts of the body, decrease blood flow to the organs, increase heart rate, increase breathing frequency; that's all reacting to CO₂, it's not reacting to a lack of oxygen. And that's why a lot of people struggle at altitude, because there may not be as much CO₂ accumulation but there is a lot less oxygen and a lot of times respiration is not increased.

So we talked about this quite a bit and just this year we were going over it one more time, and we had three guys come up and say: I never knew that; I always thought we were trying to hold on to oxygen. And you can see the trouble with that. If the thought is, and this is the way I think most of us were taught, that breathing is all about getting oxygen in and then hanging on to it—if that's the goal. But in fact what's happening is you are holding onto CO₂ and it keeps getting worse and worse in terms of accumulation, then you are in a loop that you are not going to get out of.

So I think it is really important for swimmers to understand that the main function of breathing is to get rid of CO₂. Because that affects their mindset, it affects their... well, if they are panicked, a CO₂ panic stimulates a flight-or-fight response. And that changes—as I talked about this morning—it changes your head position. In that kind of panic, people look for the horizon; that is the first reaction. They are going to balance, they will look for the horizon. So they have this kind of stabilization... they want to get stabilized in space so that they can do the next thing, and that doesn't work well for Swimming.

And so when we do hypoxic work—and I am guilty of this—we would spend a lot of time in past years just doing a lot of 25s underwater, fast. Underwater and then add-on to that. And if you can't hold your breath that long, if you can't be fast underwater for 25, then shame on you; that was kind of the approach. And I stopped doing that not because I had any kind of insight into what was really going on, other than: they weren't getting any better.

They were not able to hold their breath any longer in races. In fact, if I think back on it, it is possible they were getting worse. And why is that? Because what we were reinforcing was this panic mode that they were getting themselves to. It was not all of them, but the majority of them, they were panicking. And it was a survival issue: they were just trying to survive the set. But we were not increasing comfort; we were just increasing compliance. And that's not really what I am aiming for, as a coach; not compliance. I want our athletes to discover what's best, discover what's fastest; not just do what I say and especially if what I am saying is wrong.

So having a CO₂ accumulation and CO₂ anxiety is not optimal for skill acquisition, and there are a lot of potential problems with it.

So this diagram of learning I think really applies well to the exercise of learning to deal with CO₂ anxiety. So we want athletes to always have kind of a home base of comfort and safety in the water. We talked about, this morning, ways that we tried to create that. If they never leave comfort and safety, then they get bored and stagnant. So our goal in coaching is to provide opportunities for them to take risks, move outside of the comfort and safety and risk; and that's when they start to experience a little bit of CO₂ anxiety. Okay, there is a risk there. Not quite full-on panic, but there is something starting to kind of bug them. Hey, I need some relief pretty soon.

And if we allow them the chance to then breathe, once they experience that risk, take it a little further, see what happens. Take it a little further, see what happens; take it a little longer, before you get your breath. Just see what happens. It is okay: if you need it, you get it. Then they are carrying a different attitude into that challenge. If they have to—if they have to go all the way and they have to reach a certain point and they know they have to—then panic can set in. And that kind of experience is, I would argue, taking you backwards.

So the goal is to create an environment where they are constantly moving in-and-out of this kind of risk and comfort and safety. One way we do that is to actually have them go to the bottom of the pool and spend some time there, and then come up for breath. And they anticipate the breath and then we tell them: okay, don't let yourself breathe; just come up to the surface and stay there and don't let yourself breathe. And then notice the anxiety: so it will rise and then it will shrink again, when they notice it. And they know it's okay; no one is going to hit them if they come up and get a breath and they won't be punished for failing. Just notice it; it's mindfulness, it's awareness.

Just that exercise alone, experiencing a little more and a little more and a little more CO₂ anxiety, gets them used to kind of experiencing it and saying it's going to be all right. So on that last wall, they've experienced that anxiety before; they are going to feel it. They have experienced it, it's okay and they can carry it even further.

What happens if we ask them to go a certain distance or a certain number of kicks off of every wall? Well one person may be able to handle it; another person may slip into their early stages of anxiety and then be able to manage that. Another may hit that stage about three kicks in, or 5 meters in, and then the next 2.5 meters is panic. How do they overcome that? Well who says that they do; they may never do.

So this is a primal issue; it is not under their conscious control. And just like hunger, the feeling of falling or losing your balance or other primal fears, if we try to attack it with a hammer, we are just going to reinforce a lot of this. So we use breathing to help them understand buoyancy. We use breathing as a way to get rid of waste.

There was an interesting experiment that Boomer had us do, which was designed to help identify the people who are prone to holding on their breath. They are the ones who have a hard time exhaling. They have them... and you guys could do this, if we had time, but we are not going to do it. You just walk, like walk down this room or walk down the pool deck, breath normally and count the number of steps on the inhale and the number of steps on the exhale. You will find that some people are exhaling about four steps and inhaling three; those people are pretty comfortable with breathing. Some are three and three. Some are exhaling for three and inhaling four; and those are the people who are going to show up in your pool not being able to exhale, being frightened to death as they go in to the bottom because that means they've got to breathe all their out to get to the bottom. And those are people who are going to, no matter what you do, if they experience that CO₂ anxiety over and over in practice, they are not going to be able to come off that last wall and execute anything underwater. So breath holding is not the answer.

Here are some ways we address it. We start each practice with some exercises that allow them to control their buoyancy with breathing: so float on the surface, exhale slowly, notice when they get to neutral buoyancy, notice when they get to a buoyancy that allows them to sink to the bottom slowly. And then, we have even have races to the bottom, exhale to the bottom, get to the bottom without using your hands or your legs—and that's really informative. We have them do exercises and tasks on the bottom of the pool. Give them things to do so their mind is occupied doing something that's kind of fun, kind of entertaining; it is playful, but they are doing it without breathing. We have underwater hockey games with a diving brick: they have just got to keep the brick on the ground and push it with your hands. Sometimes they bleed in that game, and that's not part of the plan but it's not that bad either.

Segments of a turn

Okay, so now we are going to talk about the pieces of a turn. First we will talk about the approach. Okay the approach is the final stroke into the wall. The goal of the approach is to carry velocity. So we want to accelerate the final cycles and double-cut the water. So what does that mean? It means that we want to submerge a little bit—I think that term is used a lot in teaching turns.

But it's not about getting below the surface "no matter what"; it is about getting below the surface and still traveling forward. Because when we are below the surface, the water can travel either right above us or right below us, but it will take the shortest route. If we are on the surface, for those who lift up and then try to keep moving forward, well water had no choice: it hit us straight-on and it is gone under us. And some of it has traveled a long way to get under us, which increases drag.

So we are trying to submerge slightly, double-cut the water so that some water is traveling over the top, some over the bottom. And you will watch some of our best freestylers even do this in their freestyle: they will spend time, not with their head dry, but they will spend time underwater with the water traveling over the top of their head and under their body because it is less resistant than if they are sitting on top of the water.

Another part of the approach, kind of one of the bridge pieces, is to set-up the next part, the rotation, by releasing their lower back. That's a skill: releasing the lower back. And then on the long-axis strokes, the last stroke we treat as a fly stroke. And that helps create that double-cut, that initial press; it is a different kind of stroke coming into the wall.

Okay, here is a drill that we will do; just working on the initial press. Again it's a skill. When they push-off the wall and just try to sneak under the lane line. You can get under the lane line, but sneaking under the lane line, and even kind of letting the lane line twirl on your back, gives them a sense of just how far to go. It's a fine motor skill; it is not one that they get immediately. It's an exercise to feel that subtle press.

Here is another one, where now they are taking a couple of strokes into it, getting under the lane line and then going into a somersault, either forward or backwards. And again the goal is not to get under the lane line; it is to subtly, quietly get under the lane line and still be traveling forward. We want them to be traveling forward enough so that when they initiate that rotation, the somersault, they have cleared the lane line. And we've just started... at this point when this was taken, we had just started introducing that last stroke as a fly stroke.

Okay this is a same idea but we do with backstroke. So push off the wall on their back. (There's the man.) Push off the wall on their back, and then get to rotate over and... (there we go) submerge on the crossover stroke. Then we will continue with some exercises. The jumping over the lane lines into a somersault is a way to help them feel how to release their lower back. If they try to create that somersault in lines instead of in a ball, then the jump over the lane line is not quite as successful.

This is short-axis turns. We will do this under the lane line and then do a reverse somersault.

This is something that we may do in warm-up: just take an element of turn and kind of work on the fine motor-control of it, in a fairly non-threatening situation. It's a pretty engaging exercise if they understand the goal and they're tuned into it.

Here we go into the rotation. So the approach, last stroke presses down, double-cuts the water and now we are getting into the rotation. Okay, so part two: the rotation.

If you watch the line of this young man's hips, he is going from the approach into a ball—and he needs to tuck his head a little bit earlier. And then watch the line of his hips come towards the wall and then down: they never come up. If the line of the hips come up then the swimmer has probably lifted their head. So the line of the hip should be straight towards the wall and then down, or even just at an angle down and then at an even steeper angle down, right here.

Here is another example of an approach; this is Christine Magnuson doing a turn. And this is probably a little-bit too low on the approach for fly—she is about to come up on it. But she still had the idea that it's faster to be below the surface at that point than on top.

Okay, so releasing the lower back and creating that ball: really important skill. And this drill that we call Nelmsing, after Milt Nelms—who developed it, I think, for a number of reasons—give us that opportunity. So at the top of the arc, when they are doing these... dolphin dives you can call them. At the top of the arch their goal is to release their lower back. And then we will do some harmonic movements on the surface of the water where, again, we are working on the skill of sending a wave down the body. And in that, in the middle of that wave, it's important for them to release their lower back instead of keeping it rigid and in a line. So we will use this in warm-up to kind of tune-into that particular movement.

So how do you incorporate this into practice? Like you just spent a lot of time working on the approach. Well, there are a lot of ways you can put any of these elements into practice. So I am going to use the approach as an example. May start off with 6x100 on 10 seconds rest, going across the lane lines. So going one way is on the surface, with that harmonic wave under the lane lines; and then at 25, Nelms over the lane lines; and then 25 harmonic under the lane lines; and then 25 underwater, so we take it all the way below the water. So there is a lot of experiences there: they are getting some breath control; they are going all the way to the bottom of the pool; they are experiencing a lot of different movements, a lot of different elements.

And then we move to 6x100, let's say on 10 seconds rest. 25 with a short-axis, no wall turn every two hand hits/every two stroke cycle, okay. So they will take maybe two breaststrokes and then a really quick reverse somersault, unfold into a line, take two more strokes—maybe we switch to fly. Then coming back the other way, it's a 25 with a long-axis turn every three strokes.

There is a chance on every one of those for them to practice the approach, to practice the rotation, okay. And that's how we start putting these two things together. You practice the approach.... And so it's not just every time they get to the wall; it's every time we feel like giving them the opportunity to do it. So we can get a lot of repetitions in, while you are covering some distance and covering some time and getting into to some level of energy production. There is no speed limit on this, so you can make this fast, you can make it part of an Endurance-2 set, you can make it part of even VO2-max set. Like throw-in something that gives them the opportunity to execute this stuff under pressure, under a condition of fatigue.

So you've got to say maybe where you 20x100, best average. Why not, after every 5, have them do 2x25 where they are hitting a turn or an approach and a revolution and then unfold into a line every three or four strokes? But they've got to do it at the same tempo and at the same speed as they were executing the other five 100s at. You are not getting out of that energy

system, and what you are getting into is some real practice. So now you are focusing their efforts on skills and skills under pressure. And that is a way to really work on turns and practice these elements of turns. Well, there we are: approach, rotation, landing, jump, flight, subsurface travel and exit.

Okay this experiment (and I am not going to hit play). Everybody remember back about twenty minutes ago when I showed you this—they were spinning each other. (I think this is the troublesome slide, so I am going to get away from it.) We do this exercise to help them really create a great shape in the water for the rotation. And it is a lot easier to do this in a short/shallow pool. Have one swimmer get into a ball, the tightest ball as they can, and then float. Their partner takes two fingers, one at the ankle, one at the shoulder; and starts trying to spin them. And the goal is to put in as little energy into that as possible.

And if they spin around about three or four times, and then you repeat it, and then you repeat it again; then the quality of the shape that they are creating is dramatically different. They learn how to keep their head inside, they learn how to release their lower back, they learn how to release their upper back. And they spin really easily in the water, there is very little energy input. You can do it forwards and backwards.

The first time that they spin, it's a series of broken lines and it does not really flow very well. The other thing that you can do with it is: get them into that ball and then have their partner try to bounce them a little bit and then try to spin him. They will see that if they try to change altitude in the water and get out there floating layer, when they do that ball, they don't spin very well. So that's kind of a cool exercise that we are going to skip for safety sake.

The landing. Think of everything leading up to the landing as... the goal is to get into a position that you can jump from. Because that's where most of your speed is going to come from on a turn. You can get around real quick, but if you don't land in a position you can jump from, then all you have done is kind of create a quick movement but you have not created anything that is going to lead to a fast turn. So landing position is really critical.

The jumping position is something that we work on land, a lot. So the goal is to—and this is part of our warm-up everyday—they will do some walking on land, come down into a squat position, where they are in a streamline. And they have to balance over the balls of their feet—they're jumping off the balls of their feet—with really-good posture and come up in a straight line. And they have got to be able to use their glutes and their lower abs at the end of that jump. But they have got to feel what position to get into on that landing; position is absolutely critical.

One of the ways that were a disadvantage in Swimming is most people—and this includes some of our swimmers, I will show you something in a minute—most people do not carry momentum into the wall, especially on a forward somersault, a long-axis turn. If you watch, people have a way of just finding how to stop and then do the turn and then push off. So what that means is they are not compressing on the wall at all. So all that work we do on plyometrics to be able to get a good jump, well there is no stretch when they land on the wall. So we do this drill to try to create momentum to get a sense of how to carry momentum through the water on a turn.

But we are pushing off the water fast, and then doing a somersault underwater, and then feeling how that momentum carries us towards the wall. That's good stuff. Because if they land on the wall in that position, they get a stretch, they get to position themselves and they get a great jump. If they've stopped, all they are doing is punching the wall with their feet: that's not a jump. So the landing needs to be loaded; it's not static.

You can watch, right here; I think this is [Pieter] van den Hoogenband. (Can you see that?) When his feet land on the wall, there is no momentum carrying him towards the wall. He is unfolding, his feet land on the wall and then there is a push; but there is no jump.

The jump. Okay; I think I just alluded to this: this is really hard. It's hard to create a landing position that's going to lead to a great jump. It's hard to

give yourself momentum into the wall that's going to allow for a landing that creates a great jump.

How do they know... how are they going to know if they are in the right position? Again, this is not a turn that defies gravity on the wall: this is not me trying to run up the wall and flip over. So the punishment for not doing it right is minimal. And so I think as a whole, we swimmers have really-poor-quality jumps off the wall.

So how do we get a feeling for how to create them? Well, we get a lot of reps in. We do it vertically, we do it horizontally. It's a whole lot easier vertically to feel that load, and we will do something like this between repeats, and make it part of the set.

[audience member]: Do you have them breathe a certain way when they do that? Like do they hold their breath on the way down, and then....

[Kredich]: Yup. They are always exhaling when they go to the bottom, and then inhaling when they get to the top. Exhale into the bottom. They are obviously, in that exercise, not spending a lot of time on the bottom, and so they can continue to exhale through that whole exercise. But it's exhaling to get to the bottom.

You can see, if we land... the second picture is a good example of where a lot of swimmers land, with their hips up high. That creates a jump that comes right from the quads. There is no gluteal involvement at all; there is very little back involvement; it's just the quads, and there is not a lot of power to that.

The flight. The next part is the flight, and this is just simply gliding. How long and how far do you go before the first impulse? Well, I think the answer to that is: you take that velocity off the wall and you don't start creating an impulse—whether it's a pull-down or a kick—you don't do that until the velocity you can create is enough to take-over the speed that you are currently traveling at. If you are going real fast and you start to kick and that kick can't create that velocity on its own; then you are probably slowing down with the kick, hold that line.

Way back, I think, in the '70s, JT, John Trembley, was one of the first people that really played with this, and Ray Bussard. And I think what they found back then is what seems to true today: it is about a body-length. Almost no matter what speed you are going. And the slower the speed that you are going, the longer you can hold this. But a body-length is about where you start to lose velocity.

Okay the first impulse, the first time you are putting energy into the water after that jump, in butterfly, backstroke and freestyles is underwater dolphin kicks or what we call harmonics. And the reason we call it harmonics, I will explain in a second. But then in the breaststroke, it's the initiation of the pull-out, how are you going to attempt that.

So subsurface travel, harmonics in Swimming. Really evocative word, because we are talking about creating a wave pattern and no broken line. A harmonic frequency in, I guess, acoustics and physics is one that a material kind of settle into with only one input of energy; so a tuning fork is the classic example. In Swimming, we will image that. We don't really have that because our body is in so many pieces and so many different combinations. But we will call it: the frequency and amplitude combination of wave production in the body that requires the least amount of energy input. So the higher the frequency, the lower the amplitude; and the lower the frequency, probably, the higher the amplitude.

We can create these movements. And there is always a most efficient way to do that: a way to minimize the energy input and maximize the output. And here is a video of Christine Magnuson doing it on the surface. Just essentially sending a wave... imagine the wave that's traveling down her body.

We ask our swimmers to initiate the impulse right at the top of their

sternum. And I don't know if you noticed this, but instead of pressing down, we asked them to press the top of their sternum in. Press the top of their sternum up towards the vertebrae between the shoulder blades. That's where the wave kind of initiates, and then it just travels down the body. And people who are real stiff in the lower back... and we talked early about being able to release the lower back for the turn, well it's also real important to be able to release the lower back if you are going to be good underwater. And Christine was really good at this. But that wave runs out her feet.

And this is an old video, but a really-good example of... this is Elin Austevoll from Stanford. And you can imagine just somebody grabbing her right about where her suit crosses and using her as a whip, that wave travels all the way down her body. And it's not being initiated from the kick; the kick is a result of the traveling in the wave.

This is a video of Lenny Krayzelburg, so it's underwater. Again I think you can see... where is that wave is being initiated? And if we focus on the top part of the sternum, I think that's where... there are obviously a lot of different places you can initiate that wave, but that's where most of the best are generating the initial impulse. Not necessarily the power, but the initial impulse.

The arms are traveling in a straight line, but the impulse is clearly originating somewhere other than the hips. Right?

All right the pull-out. (We are going to hustle through the last part of this.) Want you to notice the quality of the line that's being created on the pull-out; it is an excellent one. There are no dramatic changes in angle; no dramatic changes in body position. Being able to control buoyancy is an absolute key. And our goal in every turn is to be able to come to the surface in a line, not in an angle. Come to the surface in line.

The next slide, this is Kevin Cordes. And I think you have probably all seen it, but his pull-outs are phenomenal as is his swimming—good example of the pull-out.

I am going to talk a little bit about the exit, and then I am going to throw that blasphemous piece out at you, and then I'm going to run out of here and catch a plane.

All right the exit. Important principles here. Subsurface velocities are always greater than surface velocities or else you should not be underwater. So you are traveling faster underwater than on-top, or else, what are doing? I hope that makes sense. Velocity is movement forward not up. So we want to stay horizontal and we don't want to get into any kind of vertical movement.

Because being underwater is faster than being on top of water, deceleration is inevitable. And so the goal of the exit is to minimize deceleration through surface. The first movement, the exit, the first stroke, is initiated from the floating layers. So that the layer that we float, if we initiate the movement there, we are not fighting gravity, so we are not being pushed down; and we are not fighting buoyancy, we are not being pushed up; we get to move forward. And any kind of adjustments that you are going to make in the tone of your body or the posture of your body should be made right there in that floating layer.

Okay, this is an example of the way we are practicing coming off the wall. We come off on our side sometimes. But the first stroke that we are taking in freestyle, right now, is on our side and it is with the top arm. This restart position is what they are going to... essentially the position they are going to be in when they come to the surface. And that's how we kick.

That is also the position of choice for people who bodysurf. That's what they do in order to move the fastest. On their side, with the bottom-arm leading; creating a line that they will ride forward with tremendous amount of velocity. Now he is trying to slow down there. As soon as he puts his arm out, he accelerates down the wave: that's where speed comes from.

So what we are doing—and believe me, I would not try it if I did not think it was fast, and if you don't want to try it, I think that's awesome if you are competing against me. We are coming to the surface and using the top arm essentially to get through the stroke and extend the line. And then use that top arm as a way to vault forward into the first stroke.

The rotation that's involved in a bottom-arm breakout, bottom-arm first stroke is unavoidably going to slow you down—the rotation, okay. So the reason for taking that bottom-arm stroke, the rationale has always been: well there is a tremendous amount of force and power we can create there. But if swimming on the surface is going to be slower than swimming underwater, then as soon as we go into that then we are slowing down. So why not take it to the surface, and on the surface get in the position that bodysurfers are choosing as the fastest position?

Think about it: if you were being towed behind a water-ski boat and you had to choose the position of least resistance, you would probably go to your side, one arm down, one arm up. That's the position we are trying to leave the water from. We are not trying to rotate onto it; we are trying to carry speed onto it. Then all of a sudden, this arm is free and we vault forward and we are gone. And I believe that works for the 50, and I believe it works for the 1500, and everything in between.

We will try to create as much velocity as we can underwater with fins, and take that into breaststroke. Been doing that before we even had the thought that that might be the rule; thankfully it is not. I think it's important for athletes to experience coming through the surface at higher-than-race velocities. And I think that's what fins are really good for. It could still be the future of breaststroke.

So, again, part of what we try to do in training is take all these pieces and put them together, two at a time, three at a time. So here is a way to do a somersault, followed by an exit cycle. Somersault and then this is kind of lining-up... and then getting through the exit cycle.

Then this last slide is our 200 Freestyle Relay this year at NCAAs. And I am not going to say... I mean, when I look at this... well, I don't even know where we are, but we are not in the lead. I think we are in... the swimmer in the red suit is one-below our swimmers, so we're above her. When I look at this, I don't think that our turns are particularly great, but the last one was. And they are certainly better than they were. And in a way we won this relay by being really-good off the far wall.

That was the top arm breakdown and that was executed really well. We are getting behind. That swimmer gets on the wall really well; she can do better getting off. Then our last swimmer was a 53-second 100 freestyler coming to Tennessee; I think she split a 21.4 on this. And really kind of put it away on that last wall. Bought-into the stuff and made a weakness a strength. So that's an example; and I am sure you guys have seen plenty of examples of the way a wall can help you win a race.

That's what I got. Anybody have any questions?

[audience member]: Yeah. You showed how to initiate freestyle with a top arm; what do you think about backstroke?

[Kredich]: That's in the works. We are also initiating backstroke with a top arm, and it's pretty cool. It is awkward, but it's pretty... it's going to be fast yeah.

[audience member]: What do you think about butterfly? Talking about pull, double-pull, the recovery.

[Kredich]: I'm talking about the recovery and the landing, because you are coming into a prone position. The recovery is more straight arm and that helps create that press, yup.

Anything else? Thanks.



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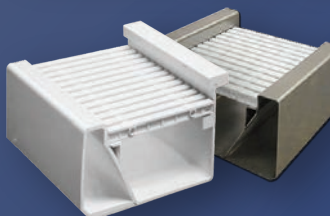
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JUGGLING CLUB AND HIGH SCHOOL PROGRAMS

By Derek Howorth, Alamo Area Aquatics & Northside I.S.D.

Hello, thanks for coming. Well George [Block] left, so I can tell you that George is one of the best guys you could ever meet. I was so privileged to be able to swim under him. Just an amazing man, all the things that he does, just great. So that being said...

The George Block Aquatic Center [on slide]. For me this is where the whole thing started. I fell in love with the sport; it was a really a challenging thing that I never really thought that I would ever have the opportunity to do. And so this is kind of the pool where we grew-up swimming, where I grew up swimming. It is one of three 50-meter facilities that we have in our school district, and I will get a little bit more on that a little bit later. But this is kind of where it all started for me.

Kind of traditionally, you got to talk about some of your accomplishments. For me it is, what am I doing as a coach. Those are some of the things that I was lucky enough to be able to do. I was able to get mentored under some really good coaches; two of which are actually here, three including George, right. One was at Florida Aquatic Swim Team, and now it is called Gator Swim Club; and there I was the Age Group coach. The head coach kind of quit or got fired—I do not remember exactly what happened—and then they asked me to take over. And Gregg Troy was a huge help in what I liked... or in helping me organize the team. And he said: anytime come on over, talk to me, see what we got going on. And I did, and I got to pick his brain a lot, and I was really pretty lucky to be able to do that. Mike Curley, he is in the stands right there; he is with Highlander Aquatics. He taught me how to really have a ball on the deck with the kids. And I was only there for a year, but it was a great year and great memorable year for me. Beyond that I was with Fleet Swimming, Clayton Cagle—if are you over there, thanks. And I hope I was able to bring some of the enthusiasm that Mike taught into Clayton's program. And again with all the things that these guys are doing, I was able to really learn a lot and I will kind of share with you as we go along

why those things came along.

Obviously, I swam at Texas, so I got some Eddie Reese stuff there. And now I am currently with N.I.S.D.: Northside Independent School District. And then I was also in 2009 ASCA Fellow. So there we go.

The ideal plan—we are just going to cut to the chase and then I can finish, right. The high school coaches coach summer league swim teams. When you get the high school coaches coaching this, they get their summer league teams to join the club team. And then on the back-side, they get to see those same swimmers come back onto their high school teams. It is the ideal thing. In addition to that you want to look at: how do you get your club coaches to also help-out with the high school coaches that are in your service area. So ideally you are going to have the high school coaches coaching your summer league teams, and they will have a philosophy for that team. And then they are going to hire swimmers or your club coaches to try to help develop that area. Does that make sense? So every high school dynasty starts out in this fashion. That is the ideal scenario (golly day, excuse me).

So getting back to our facility, we have got a 50-meter pool by 20-yard pool with bulkheads. It is very versatile, because you can move those bulkheads: we can have long course, short course meters, short course yards and then 20 yards. In the scenario that we are in currently is that we have so many people and so many programs going-on at our facility at one time, that we have to be... we have to use, 20 yards in the evening times with our club. The high school portion what we try to do is we go 25 yards on one end and then 25 meters on the other end.

Where I am currently coaching, it is kind of where the inner-city and middle-class meet. And so it is a really unique scenario, in that you have got

parents that are pretty motivated to help out and get their kiddos to the pool, and then you have got parents that are completely unmotivated to get their kiddos to the pool. Because sometimes these kiddos have to go out and get a job to help pay for some of the bills at home, pay for the electricity and things along those lines; and it makes it really pretty difficult.

So when we are balancing all those things, we have to take those things into consideration to make sure that we provide great opportunities for the kids to get jobs. Maybe get jobs at our pool as a lifeguard or as a swim instructor and all those things. But then we also look into making sure that they do not overlap with: hey, we have practice time going on when we have lessons. Because we have lessons, swimming team and diving going on now at the same time, outside of... that is the club portion; the high school portion is just high school swimming so.

In the end George really found an amazing way to get a dream [second] facility and we will get to that in a little bit. The first seven years we operated as two sites, operating independently. And that means we had one head coach for one site, developing the philosophy, sharing with the kiddos this is what we are doing, sharing with the coaches this is what we are doing. And it was both the high school coaches and the club coaches; and then that was being done on two different levels. It was nice for me at the beginning, right. So you could get there. And we had a smaller program because of the nature of having that the inner-city/middle-class crossroad. So it was a little bit of smaller intimate programs. So we had a lot more flexibility than the other site, which was huge numbers. Definitely strong middle-class to upper-middle-class type folks, that could get their kids... moms who were not working, so they could get their kiddos to practice.

And so the flexibility that we had for us was saying: okay, so how are we going to provide the program that is going to allow this system to work to where we get them going from summer leaguers to age groupers to high school swimmers and then on to college. And so we basically ended-up locking ourselves into the room, okay. And then figuring things out—we got all of our coaches into one room, it was nice.

So the unique situation about the school district is that they are purchasing these large facilities for great use. We have five high school teams that train at the same time. And that is five personalities, and it is six including myself, right. One of them was a head coach—and that was me, the head coach. For the first four years there was a lot of struggle; we had a lot of coaches that really were not on-board with how are we going to get these things done. So that was a lot of people that said I'm out of here or I'm going to cause a lot of conflict with you, and so it was a lot of things that was really uncomfortable to grow through. But in the end, right now, we ended-up having five high school coaches that really care about the kids, and that is when we were able to really put ourselves in that room—like we talked about—and say what are we going to do and how are we going to accomplish the goal of getting these kids to swim fast.

There is a lot of give, when we figure this thing out. We had to give... everybody had to give a lot more than they ever imagined; and myself included, because I had certain standards that I expected to be met. And it turned out that I could just shift them into different areas. But it was absolutely uncomfortable. And actually Chris Van Slooten was there for the very beginning phases of that. Again we had smaller high school teams; you know we have high school teams that have 6 kiddos on it to 16 kiddos on it. And then there are other high school teams, even within our school district, that ended-up having 40 and 50 kids on it; and that is at the other facility that I was talking about. But again, it provided a lot of flexibility in the end that I really appreciated.

So another part of the unique situations is that we have an Athletic office, and they really drive the boat with what is happening with here. To the point where it was saying: Look everything is high school driven. You can run swim meets, but do not let running a club swim meet get in the way of running the high school stuff, because that is why we are here.

So standards. You know, five high school teams, one varsity standard.

We had weekly meetings to discuss the basic stuff. We actually had... we would just go to a little restaurant right down the street and just sit and talk for an hour; every Monday morning. And it was... some of it was uncomfortable. It was really pushing buttons and saying: alright look, I do not think that you push the kids in the right way; I think you are... this, that and the other. And it was everybody; everybody would cross the room and talk about the things that they really appreciated and did not appreciate about what was going on.

For me my job was to make sure that we were all taking care of the school district things. What does it need to happen so that we are staying within the rules and making sure that we are doing a great job with that? Are our forms being turned in? Are our... are the U.I... for us it is the UIL, the University Interscholastic League, which governs high school sports in our state; so we are always staying within the UIL rules?

We went to meeting every 6-8 weeks, to discuss the larger picture stuff. And those things included: What is the season plan going to look like? Are we following the season plan? It went into the philosophy of: okay, well we have these kiddos that need to be sprinting, these kiddos that probably need a little bit more distance-type stuff. And again, we would revisit: what are we willing to do for the athletes? And for us, we decided that we are willing to have the uncomfortable conversations to make sure that the athletes benefit in the long run.

So what we ended up coming up with was: we are going to combine all the teams. We were operating as five independent high school, plus a high-performance group for all the kids that were a little bit faster. And so what we ended up doing, again, was combining those teams. And what we got out of it was: the team that had 6 could compete with the teams that had 16. And so we had, instead of 6 and 8 and 10 and 12, we had 60 kids that could come-in and do a great job and that created a whole lot of energy. And the kids really, at first, did not like it, because I want my coach, I think this person should do that. But in the end, they got a lot faster.

So I think some of the things you have got to do is just talk about the facts. When you are going to coordinate this stuff, it is going to be difficult, it is going to be uncomfortable. The good news is that they should support each other; and the better that you work together, the better the athletes are going to get. And for us, I know all the coaches that I have met—the high school coaches and the club coaches—they all are in it for the benefit of the kids. So be willing to have the uncomfortable conversations for that, okay.

And then moving forward, looking at high school. You know it is a four-year developmental plan, usually 14 to 17-18. It is usually, right? Sometimes kids move-in or move-out. With high school you are talking about eight events, that is basically... the yardage there right, you see you have an average of a 168 yards in any given race. With the club stuff, you are looking at a 10 year development plan. And those are just wildly different things, right. Again you can see the average there. The numbers are just different, so you have got to learn how to manage that well.

(I had this unique setup where I was going to use it off my iPhone, and they did not have a wifi so I had to kind of go back to some paper and my little side notes.)

So again the requirements: it requires a lot of communication. Again we work with weekly meetings, and we would really hash those things out. And I had one coach, he was just such a type-A guy, he would just get in everybody's face about stuff: look, I do not like this and this, that and the other. And finally, everybody kind of kept taking-on a little bit of that persona and standing their ground. And to me it was not necessarily the most comfortable thing, but it was a great thing to see some of our coaches grow-up and talk about real issues. Because for a while there, we had a couple of coaches that just... they behaved like children. They were the coaches were the kid's friends; and we did not need that. We needed coaches, so that the athletes could step-up and rise to the challenge.

Again during those weekly meetings, we talked about keeping our message consistent with our meetings that we had every 6-8 weeks. That

hey, we talked about this, and these are the things that we need to do so that we could all get in step and do. We also talked about trying to leave our egos at the door you know, and that is very difficult to do. I am just as proud of what those kiddos are doing as the next person, and that is a good thing; but we all had to decide that it is about the kids and not about ourselves.

And, again, sometimes you are going to disagree about almost everything. When you have six people in a room, you are not going to get six people on the same page. So it is about that compromise and making sure that you do what is best for the kids. And that was, for us, we kept saying: alright how is this going to benefit all of the athletes?

Some of our successes as a result of really hashing through all of this stuff is that.... From 2006 to 2010, we did not do... we did it all separate, right. And then we finally started saying, basically... through 2011, excuse me, everything was separate. So we basically had 14 people that finished at the District meet; we had a 6 people final at the Region meet. And basically everything before that was about the same. In 2012, we actually had 28 finalists: we doubled the numbers. And for us, that was the first year that we had this combined program thing that we said: we are all going to do whatever it takes for the kids.

28: we doubled the number of finalists there for the district meet, which to us was, we were leaving the District meet thinking this is great, you know, we have got 28 kids going to Regions, this is great. Then we moved on to the Region meet, and we had 16 people final. Which was, hands down, the best we had ever done, as our facility was concerned. And then we actually had one person make the State meet; it was a boy. It was a up-and-coming young lad, that actually coach Chris Van Slooten coached. Really good kiddo, great family, and was from one of those inner-city type schools. And just did a great job; ended up going 4:33 in the 500 free. That was great from a guy that started it 5:20 his freshman year.

And then 2013, which is this past year, we had a... again we kind of dropped in the numbers there at the District meet; but our Region meet numbers went up a little bit and we had a lot more quality-type stuff: they were top-5 instead of bottom-16. And we also had someone make the State meet again; this time it was a sophomore female. And in my eyes, I am thinking, this is a great thing for the overall programming, that we have somebody that is making the State meet as a sophomore. It is not a guarantee that they are going to make it beyond that, but I believe that this a young lady that is going to continue to work hard and do great things. So those were some of our successes.

So the direction of success. I love this little visual [on slide]. Because you always kind of set out and make your plan; and it is a straight arrow, that is where we are going and everything. It is really the thing on the right. Because you have people everyday that... whether it is parents just saying oh why this and why not that right; or it is coaches saying well I interpreted this way. That is why you need to have the team meetings and group meetings to say no this is what we have been talking about. And give the examples of: we are not going to accept a poor streamline, we are not going to accept anybody that does not put in great efforts.

And again, you have got to plan. If you fail to plan, plan to fail: that is a... Gregg Troy always impressed that upon me. And eventually I finally started planning. People always try to find a way to deviate from that straight arrow; and if you expect it to come, I feel like that is one of the most important things you can do as a coach to make sure that you keep yourself calm.

So our staff... or your staff. A lot of people are not going to like standards; they are going to fight it. And I think what you end-up finding is what type of coach you have got in front of you. You know, are they going to be there to standup for the values and the morals that you have established for your team. What do they represent?

And I am going to kind of pick-on Coach Van Slooten here real quick. He walked into an inner-city program, and said I am going to hold the highest standards that I can hold and if I were a little taller, I would hold them a

little higher, right. And the kids fought it, they did; they did not appreciate it. Some parents really did, which was wonderful, but they may not have always been around. And in the end what we found is that the kids really did like his standards. And the kids became very, very comfortable with it.

And when Coach Van Slooten moved-on to Fork Union Military Academy—which was a very sad day in my life—we had to hire another coach. And we thought we had a good guy, and what we found out was that he was a very young teacher. And so we kept getting pulled into the classroom or up for a meeting, or up for this and up for that. So he missed a lot. And so the kiddos at Holmes High School lost a lot of that stuff. And a lot of those things that Coach Van Slooten really instilled, those high standards of, you know, when you go to Swimming, when we travel, you are going to wear a proper shirt and a tie. The Friday before our dual meets, that is what we are going to do. And the new guy came in and did not institute.... Well why not? I mean I kind of liked... it was kind of interesting. The kids really liked dressing up, they enjoyed themselves, and they really found comfort in the standards that they had.

And for me it was really interesting because I am watching five high schools. And what does this high school do, what does that high school do. And it is all happening right in front of my eyes so I can see: man the standards mean everything. And if you do not have them, it is going to hurt and it is going to be a long, painful road. It is going to be more painful than that squiggly line of the success, right.

And then what you look for. For me, I look for... what does the coach do? What kind of standards do they hold? I have actually kind of appreciated talking to parents a lot more recently because... I should not say recently, but the thing that has dawned on me more recently has been: what type of questions do the parents ask? Because, really they are getting at: how is this coach going to treat my child? So I like listening to what the coaches say because I am listening for what is a parent going to listen for. Is that good? And so I get to throw it back to the coaches and say, "Well you said this", and that did not really say anything. Maybe it did not say that we are going to train hard. Maybe it said that I do not really care if your kids wear their jeans halfway down their pants. I mean that is just not good stuff. We want to make sure that they dress properly, that they swim fast, that they hold standards in the water with streamlines, with efforts.

And so to me those are the discussions I get to have with the bigger group, with all of the high school coaches. And again to me it reveals a lot of their character when we talk about when we have our meetings and they talk about their standards. And well maybe we need to lower this, or.... I love it when a coach says: let's raise it. Yes let's do that.

Alright, so why are we figuring these things out? The basics for me is that we are forced to. We have five high schools training at one facility at the same time, and we have to. Because what you say to that coach today, they are going to remember five years or ten years and twenty years down the road. And that matters. So you have got to be a little bit more careful about what you say.

And what we end up finding is that we had a coach that did not really follow that, and was saying some pretty offensive things to a lot of coaches. And it was great because the... actually it was horrible for a while. But it was great because the rest of the coaches ended-up kind of expelling the attitude, saying, that is not right. And eventually that coach just kind of moved on, and it was great day in our lives too. So that is what... to me the end is why we are figuring it out, because we have to look at intimately every single day.

We are also figuring these things out because our district, our entire school district, has certain standards that they expect to be met. And the direction that our Athletic Director gives us, to me, is one of the best things that we have going for us. And it makes things a little more difficult, there is a lot more layers as a result of that and as a result of the way we have things set-up. But if you can follow that philosophy from A to B to C to D, you are going to get everybody in line.

You know I was talking with Coach [Allison] Beebe here about... one of the things I appreciate about what she does is that she is very loyal to the Nike brand. And as a result of that, Nike is very loyal to Coach Beebe. And she does other things that I think is in support of USA Swimming, in support of what a lot of the things that we do. And I always try to look for making sure that the coaches try to find those things that line-up with the district standard, their own high school standard, the way we operate within Northside Aquatics. Because for us—and again I am going to get to this in a little bit—we recently built a large facility and the district found out that Aquatics within Northside is greatly valued. We had... they stopped counting the number of people, when we had a grand opening, at a 1,000. At the previous grand openings, they did not have any more than 200. I am going: that is amazing. So we are figuring these things out because basically we are forced to.

So the second Northside campus, or the Northside swimming pools campus. So the Phase I came in 2006, and it was basically an indoor, 50-meter by 25-yard pool. And it has 7 feet on the outside, 4 feet in the middle to where you can kind of operate lessons, and you can run two sets of meet at the same time. So it is really nice setup. And then Phase II was finished this past year. And it is an outdoor, 50-meter pool, with stadium seating; where it is kind of 7 feet to 9 feet. It has got a 25-meter by 25-yard diving well, and it has also got an instructional pool. And we have six high schools that train at this facility.

So we have six high schools that train at this facility. And really it was the six high schools were training in the first 50-meter pool for a long time. And now we are just able to stretch-out right now. And one of the things we are doing is actually saying: we are not going to allow... the clean-up of the new facilities, we are not even letting them in the locker rooms in the facility, we are waiting to have events.

And so some of the things that we were competing with was: the old versus the new. The old pool versus the new pool, for the past several years. And so what we ended-up having was, it was a little bit of that inner-city/suburbia type of stuff, and it was really uncomfortable. And we had to work with all of our high school coaches to get eleven high school coaches into a room to decide how are we going to handle this. Because we do not need someone from the school where everybody has money, talking to a kid from an inner-city school about well you trained there and you do this. And what ended-up happening was, all of the coaches agreed: no we are just not going to put up with that. Because you did hear it, and so we had to stop it. And we did; and we stopped it pretty hard.

So moving forward, we are looking at doing two things. We still have the two sites, but we are looking at doing one head coach and then one coach to develop the coaches—which is a pretty unique situation. I have talked to a number of coaches this weekend, over the summertime when I kind of first kind of caught wind of it—this is what we are going to do. And I think it is really unique in that we are actually going be able to provide one philosophical direction for the whole team, all three sites. And then we are going to have somebody that can go in there and train each coach along the way to say: look this is what great streamline looks like, this is what great kicking looks like, this is the way you should approach filming, this is why you should approach your psychological stuff. How are you going to make sure that those kiddos are ready to step-up and race when the pressure is on. And so it is a really unique thing that I think we will be able to offer all of the athletes within Northside Aquatics.

So how do we get to this? We actually had Mick and Sue Nelson [with USA Swimming]; and if you have not had those guys come out and talk to your team I would recommend it, because they are the really amazing about how to use-up all your water time. But they came out, Mick and Sue Nelson came out, and we had a lot of... it was our entire, eight-hour day that we spent sitting and talking with them. The only thing that we did not was we took a one-hour break for lunch.

And we just talked about: how are we are going to use our time, this is

what I have seen other people use, these are the things that we would do. One of the most interesting things that they said is: what would you do if you could put these pools right next to each other? And this is part of the reason why we came to the conclusion of: one head coach and one coach developer. Because what it instilled in it is the idea that of: what would you do if these things were next to each other and it kind of just got you to think about things entirely differently.

For me it was really enjoyable because it got me to think about all of our high schools, and why is it that they cannot just operate independently but dependently. Because that is what we are trying to do here. So again this is how we got to.... And this is a picture of the facility—I do not know if you can see it back, can you guys see that? So we have got the diving tower, we got the stadium pool, I need to backup.

In the end, I loved the Mick and Sue Nelson thing, because we were forced to... because they forced us to think about eliminating the boundaries. What you guys have is probably a lot different from what we are doing, in that you probably have a high school here and high school there and high school there and you do not get maybe enough interaction with each other. Because we are forced to do it, I think it made it all work. And I would encourage you to have the uncomfortable conversations, work through the muddy water, be respectful of each other and get things moving from there.

And for me, I made it really fast through this talk. So why do not we have some questions. Yes sir?

[audience member]: How many of the coaches on your club team are coaching high school kids? Or how many of the high school coach on your club team?

[Howorth]: So we actually had one person that was doing that, and that was Coach Van Slooten. We do not have any of that do that. We are limited in that if you have a high school coach, they cannot coach anybody, any swimmer, that is in their attendance zone; because that is basically considered recruiting. So that is again kind of going back to the UIL rules, that it makes it a legal to do that. So Coach V., he had the opportunity to coach one of our age group programs because we did not have anybody from that particular attendant zone, so he was able to do that. But for the most part we do not, because that makes a 12-hour day, a 14-hour day.

[audience member]: Who does scheduling for meet? The districts? The athletic directors?

[Howorth]: Right, great question actually. So I am also part of Alamo Area Aquatics, and part of what Alamo Area Aquatics does is they do all of the scheduling for all the club meets, all the high school meets. They create some of the dual meets. Some of the dual meets are just hey let's get the top two teams and put them up next to each other, and some of them are hey these are just two like teams and let's get them to be get in the race. So that is all done by Alamo Area Aquatics.

But you do have definitely have a group overlooking everything and making sure that everybody is getting exactly what they need. We tend to run our dual meets on Saturdays, so that it does not interfere with any of the training. And we actually will do them sometimes in the afternoon, so that even the club portion will have the opportunity to have their Saturday morning practice.

One of the cools things that we are doing actually with the outdoor Swimming facility and the indoor one, is that we are going to try to run a dual meet with 24 teams at the same time. And we are calling it the Mega Dual. Just to have an opportunity to get everybody in at the same time and really generate some good positive publicity for Swimming in our area. And so it is a pretty cool idea, I think that it is going to be a big success. So, you know, we will let you know how it goes.

[audience member]: Is this the pool where next summer's Southern Zone Championships is going to be?

[Howorth]: Yes it is. So if you can see up in the top right over there, you can see the diving tower. And then the building to the right there is the indoor 50-meter pool as well. So yes, this is where the Zone meet is going to be held. Great, glad to hear it, we are going to be happy to have you guys.

Yes sir?

[partially inaudible question from audience]: ...I am curious about how you would approach somebody who....

[Howorth]: So I can tell you I have had... you have got to wear them down. I had a younger coach that was exactly like that: I'm doing it my way, and I'm doing it my way and that's it. It took six years. And it took some of the successes of athletes that we were sharing versus some of the successes of the athletes that we were not sharing for them to see the big picture of: I have an idea of what is going on. So that, you know: oh wow that kid swim really fast, how do we do that? And it finally kind of kept clicking with them to say okay.

But it was conversations, three times a week for six years. And again, it is not comfortable, but it is what it takes for the kids. I am pretty stubborn: I can just keep talking to the kiddo or talking to the coach and make sure that they get to do what they need to do, you know. But I would encourage you to just keep having these conversations. And there is going to be stuff, and just: look, let's go out and talk. Let us go get a meal. Let us talk about some uncomfortable stuff: why is it that you do not appreciate what is going on here. And I would just encourage you to do that; work through it. Because obviously you are in it for the benefit of the kids; both of you guys care about kids otherwise you would not be doing what you are doing. So maybe start on the common ground.

Pardon?

[partially inaudible audience member]: I have a group of about 10 girls who are all freshman now in high school; they are starting their high school practices now. I do not want to lose them to emotional high school issues... the last thing I want to do is put the kids in the middle.

[Howorth]: Right. That is the worst thing we can do right. But that is what ends-up happening unfortunately. So I would go directly to that, say, Let's take the kids out of the equation and let's work on this thing.

[partially inaudible audience member]: Is there an area bound by your high school athletic association? ...

[Howorth]: That is a good question, because we have a similar situation in that we have the UIL, the University of Interscholastic League, and that is the governing body for all high school sports in the State of Texas. And we do absolutely have to abide by those rules. You know the eight-hour rule for Football applies to Swimming. But we also have TISCA, the Texas Interscholastic Swimming Coaches Association, and they are allowed to do some type of governing about things like when does the high school meet take place and things along those lines. So that kind of, a little bit of both, but you know the fortunate/unfortunate part is that the main rules from the UIL, they absolutely... they stick.

And for me the interesting part, as an administrator for a school district, I think about: what is the UIL going to make a ruling on? And they do not make rulings on almost anything because as soon as they do, that means they have to apply it across the board. And when they do, [they are:] absolutely establishing that precedence, they are applying the rules across the board. And when they do that, that usually puts the inner-city and the rural folks at a major disadvantage, and they are unable to grow anything. So they really try not to. They really try to make sure that the governance goes by school district, and their interpretation of this particular rule or that particular rule. So that really it is a little more flexible and it applies to what is going on in that situation. (Does that kind of answer your question? Okay good.)

[audience member]: Can you tell me how you work with the high school coaches to get the best out of the swimmers in championships season? Because the high school's season, their championships may flow into when the club championships are. So how do you work with coach to get the best out of the athlete... [trails into inaudible].

[Howorth]: I got really lucky in that the high school coaches ask me to write all the workouts; so, incredibly lucky. So I was able to write all the workouts and stay within the eight-hour rule within the UIL. And so I just kind of formulated it into my plan of how we were going to make sure that they rest well for the District meet, the Region meet, the State meet; and then moved on to Sectionals or Junior Nationals or whatever meet we decided we were going to go to.

And then I talked them through that. You know we would meet every day for five minutes before practice: this is the scenario that we are going through; these are the workouts that we are going to do; this is going to relate back into something you are going to see in three weeks. And this is the reasons why I like to do them. Etc. etc. And so then on the back side of that, I would share with them: well this is the way I like to see things done as a resting phase; or this one is totally new to me, I am going to try it, I have heard of it, I think it is really interesting, and I think it fits within the philosophy of what we are doing here. So really try to talk them through all those scenarios.

[audience member]: Let me get this straight: your high school, you all can train eight hours per week? The entire week? That is all you can train?

[Howorth]: The entire week. So there are a few ways of looking at this; so it is a good question. Some folks look at it and say the athlete can train eight hours; some folks look at it and say the coach can have eight hours of contact-time with the athletes. So you could... and the way I understand that the other sports stay within the bounds of that rule is that they will have one coach for Swimming for two hours, one coach for dryland for an hour—a different coach. And so in the end they end-up getting more hours out of that particular week.

[inaudible audience comment]

[Howorth]: So what we end-up doing here is that we actually do say we say we are going to train eight hours in the mornings, only, for our high school.

[audience]: And this is in the entire State of Texas? They are swimming that fast, swimming eight hours a week?

[Howorth]: And that is where the club part comes into play. If they are not members of the club, they just do not make it to the State meet. That is just the way it comes down to.

[audience]: I think I am doing something wrong.

[Howorth]: I know you; you are doing lot of right.

[audience]: I am trying to figure out how you get a kid to go a 4:33 in the 500 Free, from 5:20, and 8 hours a week. Unless the guy is 6'5" and the guy moves to Austin or something. So the kids can do both: they can swim in the morning somewhere with a club, and then in the afternoon swim with their high school.

[Howorth]: Right. And for us, we do it the reverse: the morning portion is our high school time. And we do not we do not let anybody else come in, because it is all about the high school stuff. And then the evening time is our club portion and we have got all that programming that I told you we have got. There is a lot of stuff going on at the same time.

[audience]: Now that I have got it clear, I have a question. So how do teams workout knowing what the club coaches are doing and the high school coaches are doing? Let's say... you know you can only go to the well

so often. Let's say you went threshold in the morning workout, or something like that; how would the club coach know that afternoon what the high school coaches did, and vice versa?

[Howorth]: Right, so great question, again. For me, I was really lucky: the high school coaches asked me to write all the workouts. And then I obviously was writing all the club workouts in the afternoon. That was the no-brainer part that to me made the scenario a lot easier and kind of simplified things. What I have done with the other portions of our group, now that we are moving forward we have got much larger groups of numbers, we cannot do: everybody trains at the same time, everybody does the same workout, all that kind of stuff. So we are working on a system—and I just found out about this about three weeks ago, so there is a lot of work to lead up to this and sorry about the delay on the answer.

But we are working on a game plan of saying: okay this is what a week should look like, you should train this energy systems throughout the week. You should train these energy systems throughout the week and fill-in 9 practices. And we are going to work with: what can you live with and what can you live with, so that it works itself out to where we know this is the type set that is going to happen on Monday morning. This is the type set... it is going to be distance-aerobic on a Monday afternoon. It is going to be a sprint-IM on Tuesday morning. It is going to be recovery on Tuesday. I think it is going to be all those kinds of things so that we put our coaches kind of in a learning mode. To where they understand what the energy systems do, and make sure that we do benefit the kids. And again: it is going to be the uncomfortable conversations.

[inaudible audience members; discussion other club/high school situations]

[Howorth]: So one of the things actually—to chime in on that whole thing—is that what I heard was happening in the Dallas area, was that a club coach would try to get all of the high school coaches together and say Guys, this is what I would like to see you do. If you could do these things in the morning, I will take care of these things in the afternoons. And whether or not that was happening or not I do not know. But you know if you think about it differently, you can kind of you can get a different result and you can try to coordinate things. Ultimately, everything comes down to communication.

[audience member]: Do you have a lot of high school kids that end up swimming club?

[Howorth]: We have, I would say off the top of my head, we have got 300 high school swimmers out of 11 high schools. Out of those high schools swimmers, we probably have a 100, maybe, that are in the club system.

[audience]: So the mornings kind of stand on their own. Because 200 kids are not swimming club in the afternoon, so the morning program has to be it for them.

[Howorth]: It is a legit program, absolutely. Right. So you have to make sure you are hitting all the energy systems in the morning; and then doing it all in the afternoon too, the things that you need to hit, so that it compliments each other. And that is why it is okay... well, I have actually asked some of our high school coaches: if you could organize this in any way that you dreamt possible, what would you do?

And so, we have not finalizes this thing yet but they have come back with the couple of different things. Because right now we are doing water polo, so I have a few weeks to work on the game plan with this. And so: how does that work with exactly what you are talking about. Well you are doing all sprint, Monday through Friday morning; you know that does not look like a good game plan. So why don't we try to work on what are you going to do with this 500 kiddo, you know.

Does that make sense? So they are coming back with the new game plan when I get back from here.

[inaudible comment from audience]

[Howorth]: That is a great idea; talk about something other than the sport. And I am glad that you are communicating so well with each other; that is a wonderful thing. That is really what it comes down to it.

[inaudible comment from audience]

[Howorth]: I am glad to hear it, any other questions? Great. Well, thank you guys very much, I appreciate it.



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CONNECTING WITH AGE GROUP SWIMMERS

By Todd Tucker, Pleasanton Seahawks

Well, first of all, thank you to Ira for the introduction, I appreciate that. Before we get into the meat-and-potatoes of what I wanted to talk about, I also wanted to offer a thanks to John Leonard and the ASCA board and the staff at ASCA for hosting this clinic. I have been fortunate enough to attend this clinic off-and-on since 1989 when I began coaching at the Pleasanton Seahawks. And the amount of information that gets shared here is tremendous. I always learn a lot when I get here; sometimes I just pick-up little nuggets, sometimes it validates things that I am already doing, and a lot of times I get some great, new information. I am a firm believer in continued education, so I want to thank the staff at ASCA for having us here. Hopefully you guys are all enjoying New Orleans. I want to welcome you all and thank you all for being here.

Like Ira said, my name is Todd Tucker and I am the Head Age Group coach and a Senior group coach with the Pleasanton Seahawks. We are in Northern California, the East Bay; we are about 30 miles outside of San Francisco. What I wanted to do before I get into everything is just kind of give you a very quick snapshot of the history of where we have been, just so you have a baseline understanding of where my perspective is coming from.

So with that said, our history: when I started in 1989, I did not start the program, it was already started. But at that time we were in a 6-lane, 25-yard, outdoor, high school pool; and we had a separate 12½-by-12½-yard diving tank. If you can get your hands on a diving tank, somewhere, you should do it because we had great success teaching out of that diving tank. And we were around 50 to 60 members, somewhere in that realm.

Before I joined the Seahawks staff, I was working with a summer-rec program in the area. And one of the girls that I brought over to the club, her name is Keri Thorn, her father, Jerry, spearheaded a grassroots campaign in our city to get a 50-meter facility funded and built. And that was a successful campaign; that came on-line to us, umm mid-'90s—early-'90s, mid-'90s, somewhere in that range. So we had an opportunity to grow and develop the program based on that.

So where we are right now is we are sitting in a 50m facility. And they

built that pool on an existing aquatic center, which had a separate 25m pool and a diving tank—it is currently being remodeled right now. But we have about 350-or-so year-round athletes, and we run a Fall swim program on-top of that of between 40 and 50 kids. So we are going to be, this Fall, probably around 350-400 athletes.

Obviously, multiple training groups; but we are at one facility. I think that has really, really been a key element for us so far, as we have grown from 50 to 350-400, in that it has been a lot easier for us to kind of maintain the integrity of the day-to-day operation. We are not scattered around a bunch of different facilities; there is a lot of contact with the coaching stuff on a daily basis, which for us works pretty well. So that is kind of where we are at and kind of where we are coming from.

That parent has actually since gone on, ran a successful campaign for city council. Ran a successful campaign for mayor; he is actually the mayor of our city now. And we have another former president who is actually on our city council. So any time you can get those politically connected people in your corner, that is always a good thing. So if you learn nothing else today, learn that—it is helpful.

Some great information from Dr. Schloder, and the tack that I am going to take today is just a little bit different. I will be speaking tomorrow a little bit more about the nuts-and-bolts of what I do with Age Group kids in their preparation; but today I am going to talk a little bit more about connecting with the kids and some of the things that I have found have worked for me in connecting with athletes. I think that... when I was asked to speak here, I really did not know what I was going to talk about. So I asked some colleagues and some friends, and they said that... I was very flattered to hear that they thought I did a decent job of connecting with the athletes and they wanted to hear a little bit more about that. So that is what drove this topic today, and that is where we are at.

But as I move forward with these different ideas, I just want you to try and keep in mind the spirit of the talk. And that is: how do I apply these thoughts to the connectivity of the athletes; how does it help me to engage with my athletes? Some of them will be obvious, some of them

will be very obvious performance enhancing ideas. But really, at the end of the day, Age Group coaching is about connecting, it is about engaging, it is about teaching, it is about improving. And I think that if you can always keep that perspective, you really cannot miss.

I think the very first thing that we need to be cognizant of as Age Group coaches is the environment. And whether you like it or not, you have an environment. Great clubs are responsible for creating that environment. They take it, they mold it, they really pay attention to how they are creating an environment for their athletes to be in. And that is everything from the physical environment to the emotional environment, the psychological environment. I think it is very, very important that you are in charge of that: do not let it just happen, okay. You need to be in charge of your dynamic.

I think first and foremost, I try and create an environment that allows the athletes to feel free to fail. I want to be a supportive environment; I want to be a challenging environment. I want it to be an environment that faith, both physically and emotionally. But I believe that if your athletes are free to fail and try new things, they are going to take risks that they might not otherwise take. If you have an environment that stifles that, I think that they are not going to as willing to take risks. And great athletes, great coaches, great leaders take risks. And I think that helps us to foster an environment where our young kids are willing to try things and do things out of the norm.

I think that kids learn to succeed through failure. I think as adults, we learn to succeed through failure. I believe in giving kids what I call the gift of failure. They have to learn how to fail with grace; how to learn from those experiences. And I think it is really, really important that young athletes understand the value of failure. So I cannot stress that enough: the environment is going to help to create that.

I believe you have to have a consistent environment. And from a consistent environment, certainly your coaching personality. I think that you have to coach your personality, guys. I have seen a lot of things over the years, and I have seen people try and emulate somebody that has been very successful. And you might have a good go of that for a while, but eventually you are going to have to rely on your instincts. There are going to be too many opportunities dealing with young kids where you have to rely solely on your instinct; and if you have been acting one way and then you have to respond in-the-moment a different way, you are really going to lose some of the power that you might have in terms of truthfulness and integrity with your athletes. So I think at all costs, you have to find what works for you. Okay?

I am very comfortable in my skin. And I thank Steve for allowing me—Steve is our head coach, Steve Morsilli—and he has allowed me to grow into this role. And he has been very generous to me and he has taught me a lot, but he has always given me room to be me. We are very different personalities and he would not expect me to coach in his mold, and I appreciate that. And I think the best coaches find what works for them and stay within their personality.

I think you need to have a stable business environment. Your environment needs to be such that when you are on the deck, you are just coaching; you are in that moment with them. You should not be worried about the day-to-day operation. You should not be worried about your board meeting later-on that night. You should not be worried about what you have to justify to your president later that night.

Some of you guys maybe coached-owned/coach-run, and that can bring some joys and it can bring some headaches. Some of you are board-run. All different dynamics: big, small, large; whatever it is, it needs to be stable.

Are there head coaches in here? Head coaches, you probably recognize the importance for your younger staff that when you want them

on deck, you want them coaching; you do not want them worrying about the stuff. Age Group coaches, younger coaches that are developing that, I think that you need to appreciate the fact that your head coaches have put you in that environment. They work tirelessly to give you a structure. And if you are not doing that, you should.

So I think your business model needs to be consistent. If nothing else, just to free you up to be the person that you are.

I think that you need to create an environment where success is inevitable. It is inevitable by instilling discipline and creating standards: philosophical standards, training standards that your kids need to perform every day. At the end of the day, for us at Pleasanton, it is about the day-to-day process; it is not about the results. I believe results are a by-product of what you do in practice. So I really believe in trying to train with integrity and to excellence, every day; and I think we need to pay attention to that more during the week—even more than I do at competitions. If they are doing what they need to do in practice, it is going to show-up where it needs to show-up, most of the time.

I think that in terms of developing an environment... are Ron or Don Heidary from Orinda Aquatics in here? Perhaps Steve? They do a tremendous job. I am fortunate that I coach in that area, and I have had the pleasure of working with Ron and Don for a number of years. But they have a character-first mentality, and they really do create that environment—that is not lip service. If you have ever had the pleasure of working with those guys, you are very fortunate. If you have not, you should shoot them an email, and you should try and find time to talk to them. They are excellent at environment; probably the best I have seen.

I think you need to foster a competitive environment. It sounds sort of silly, we are all here learning how to be better coaches and we are all certainly competitive guys, and it is USA Swimming: we are a competitive lot of people. But your environment needs to be competitive every day. I want my kids going fast, racing, having fun; every day. Okay. I think you need to foster that. There are different ways that you can do that. You can structure your lanes so that you are kids get an opportunity to swim next to somebody instead of following them. Different things that you can do, but find ways to foster competitiveness in your program.

I do not believe in pitting kids against each other: so-and-so is doing this, so you need to do that, that is not what I am saying. What I am saying is: kids are inherently competitive, most of them, and they need to have an opportunity to be competitive every day in practice.

I think you need to teach tradition and build tradition. Show of hands real quick: how many of you guys out there consciously build your tradition? Have programs in place to build tradition. I know Santa Clara does, right; you guys have a great tradition. How many people just are not really sure of their tradition, and kind of want to learn how to build it? I think that is a critical step guys; it is really important.

Your kids want to feel like they are in an environment that they are proud of, and there are a lot of different ways to do that. It can be the physical environment: throwing the banners up on the walls, right, and doing the obvious stuff that most clubs do. But I think you need to take it a step further. I like to I like to design sets that teach our team's history. And what I mean by that is: maybe we will do a set, or I will put a relay together where I explain that at the time this was a National Age Group Record that we set or it was a Pacific Swimming record that we set—11+12 Boys 800 Free Relay, whatever it is.

And then what I will do is maybe have some of my younger kids try to beat that. Now they might not be able to beat it in the form of straight 200s, but if they are all going 25s from a dive, little kids might be able to get on top of that. But it engages them. It is a fun way to teach those kids:

1. about the success that you have had in the past;

2. it gives them an idea of how fast those guys were really going when they did that; and
 3. they have a good time.
- So, find creative ways to teach it.

I do a parka exchange program. In our area we have summer-rec programs, and we get a lot of growth off of our summer-rec program. They feed into what we call our Fall program. So what I do is: when athletes leave our program, I will ask them if they would donate-back their team parka. And I have a little caveat: when I get those parkas, I want them to include a little index card in a ziploc bag. And that index card is going to have their memories of being in this organization; some of the successes that they had.

And then what I do is when I have these new athletes that I am trying to engage and get involved in the program, I will loan them a parka when they first joined the team—day 1. It is cold, they do not have a parka yet, and now they are instantly in a team parka. Granted it says Chris Breitbart on it—but Chris Breitbart had a great history with us. They reach in the pocket, they pull out the index card and they are instantly connected to some of our history. Saves them a little money until they buy their own parka, keeps them warm.

That is a simple thing to do. I think I have an inventory of like 90-100 parkas at this point. And it is easy: they are on loan and then they return them when they are done. And then the next wave of parkas comes in. So, just little things like that that you can do, that really help to teach tradition, it is going to help you connect with those athletes.

I think you need to get your older kids involved with the younger kids wherever possible. Now I respect the boundaries of... listen, our Senior athletes have a pretty-busy schedule with homework loads and training loads and morning practice; and it is difficult to impose on them to make a presence known to our younger kids. In our environment, our little kids do not swim at the same time as our older kids: our older kids are in the afternoons, younger ones come in the evening. Half the time they do not even see each other. That is not a good dynamic.

So I put programs in place to make sure that those kids are connecting. I do a junior coaching program—I am going to talk about that a little bit later. Any of you guys doing like a junior coaching program or... yeah, if you are doing that, that is great—great stuff. The results that I have had from that—I will talk about that a little bit later—are just simply staggering. You are creating heroes within your group, teaching the traditions of your team. Okay? I want generous athletes in my program. So that is an easy way to connect those younger kids to the older kids.

Intersquad meet. Run an intersquad meet. We did one in August, early August; we just dropped stop watches—just drop them, just race. Let's just get together and race. If you can get to your older kids to help run that meet, facilitate that meet; and allow your younger ones to experience those older kids, that is great stuff. So, get creative, that is my point. Okay? Building tradition is critically important, and I think you need to build that at the USA Swimming level as well. The use of stories, videos. USA Swimming does a great job putting stuff out to us, tap into that.

Any question so far about environment? I am sure that this is not news to you, and a lot of the stuff that I am going to talk about is not new. I think it is a matter of just consistent application. I have stolen every idea that I have, I think, at one point or another. But I am not afraid to take something new and try it and see how it works. But the environment that you create is bigger than you can possibly imagine.

Okay, no questions about that. Any ideas that you guys have that you want to throw up, about creating tradition? Yeah?

[audience member]: The third Friday of every month, we do something

called Fun Friday where we get all of the kids together and we invite brothers and sisters and friends or whatever. And we get the older kids teaching the younger kids, so they get experience doing swim lessons, and the kids get to work on technique or whatever, breaststroke. We do a half an hour of that and then do a half an hour of organized play and relays and stuff like that, and then we do half an hour of just racing. Most of the kids go to the pools to swim laps all the time, they do not get the chance to play so much.

[Tucker]: Right, and it frees them up to connect a little bit. I do not if you guys all heard that, but basically Fun Friday is where they are bringing in a lot of cousins, friends, family. All team members have a little bit of free time to play, have a little time to socialize, and then they do some structured stuff. Great, great idea. And you probably have had great results from that.

Educating expectation (I am going to move on here). You need to know what your program expects. You need to know what they expect from a behavioral standpoint; you need to know what they expect philosophically. Okay? You need to know, and you need to teach it, and you need to teach it early.

You can really run ahead of the game here, in terms of educating your athletes and your parents. What I mean by this is: you do not wait until there is a situation to teach your philosophy; your philosophy needs to be taught from day one, when there are no emotions involved. This is what we do, this is how we do it, this is our expectations. So that when something comes up... and guys it does not matter, who you are, how long you have coached, you are going to have issues. Anybody ever had an issue? Right? It really, really helps when you have got that history: the tracks are laid, the ground work is there. Listen guys, we are on the same page; mom and dad, we are on the same page, this is how we operate.

In our organization I get a lot of the... I handle the placement of new members and new athletes. And almost every phone call I get, from athletes that transfer into our organization or start with our organization, is: how long are the practices, how much yardage do they do, dah da-dah da-dah. And before I will answer that question, I say: "Hold on; this is how we operate." And I do not give them the entire dissertation, but I give them a snapshot and an overview of our structure philosophically. And then I will talk about workout structure, okay.

It is a very subtle way to get to those parents that I have a higher priority than how many times your kid goes back-and-forth in the pool. I want them to go back-and-forth with purpose, with integrity, with class; in the philosophy that we design. So that is an important thing. I do that almost every phone call. And very rarely do I get a person that will call me up from another program and say: what's your philosophy? It does not exist.

Training. You need to have a training philosophy. And I am not talking about, you know, your set design—I believe you have to have a philosophy there too. But I want my kids to train a certain way, with a certain presence. I want them generous. I want the knuckle bumps underneath the lanes. I want to see somebody reach over lanes and pat somebody on the head in between repeats when they are getting crushed. I want to hear jokes being told as they walk to the locker room. I want them to train a certain way.

And that is important. Whatever that looks like for you. I believe that they need to train under the philosophy of your program; whatever that looks like.

I think your athletes need to expect that it is going to be group-level appropriate. Meaning, if they are swimming in a pre-Senior program, they need to behave like pre-Senior athletes. If they are Senior-level athletes, they need to behave like Senior-level athletes. Okay? And they need to know what those distinctions are as they move from level to level.

One of the things that we do in Pleasanton is we do group visits with our kids. If I have a child that is preparing to move from our Junior program into what we call our Pre-Senior program, we are going to start with some group visits. That kid is going to drop-into those Pre-Senior practices once a week, for a couple of weeks, maybe twice a week for the next couple of weeks, and then they transition-in completely. You know, we will have it set so that when the end of the season comes, that is when they make that transition. It is a great way for the coach that is receiving a child to have some connectivity with that kid, some history with that kid, before that transition takes place. It is a great way for those young athletes to kind of get a snapshot of what is coming. Okay, we have had great success with group visits. And we have been doing that for forever.

Does anybody do something similar like that with their kids? Kind of prep them to go? I found this a little bit more appropriate than just flipping the switch.

Now sometimes we have to flip-the-switch. You have a situation come-up and this kid has got to move for whatever reason. Maybe I misplaced him when I originally had him; flip the switch and go—sometimes that happens. But in a perfect world...

I believe in praising, at the Age Group levels, their effort. I do not believe in false positives; I think that you need to be honest with your kids. But I think there are ways to be very, very honest with your kids and still be positive with your kids. I do not believe in telling a kid that they did a good job if they did a crappy job. I will find a way to positively encourage that kid to do better.

Same thing with performance: I think that your kids need to perform under the same philosophy that you have for your program. I believe it is a by-product. If they train a certain way, they are going to perform a certain way. So at the end of the day our program is about teaching life skills through the sport of Swimming; that is really what it comes down to. I want them to strive to be better, but I want them to do it in a certain way.

Questions about that? Now a lot of these concepts, guys, I am just kind... I mean probably every one of these little areas you could talk about for hours, and that is not my intent here. Just going to throw some ideas out, get a couple of bullets to you, and then we can talk about it at the end of each segment or at the end of the presentation. I will give you guys my email address, you can certainly email any questions or concerns or thoughts, okay. Alright.

Next component I want to talk about is trust. I think that when we are talking about trust this maybe the most critical aspect of dealing with kids. Kids are incredibly smart and they are incredibly intuitive. And they are going to see things that you do not even know that they see. You have to be trustworthy. At the end of the day, you need to know that your kids are looking at you as a role model.

They are going to need to trust your knowledge. We need to remain students of our craft; that is why all we are here, to learn. Your students need to trust that you know what you are saying. You have an obligation to your kids to stay sharp and stay focused and stay up-to-date on our sport.

I think that you should do club visits. If you have an opportunity to visit a club, get off-deck for a couple of days and go visit—incredible learning takes places. Even if it is just local. I mean we are blessed that we have a lot of wonderful clubs in our area. You do some club visits, spend a day or two with them, you will learn an incredible amount. And it gives you another contact, another resource, to share ideas and bounce ideas off of.

There is a club in our area, Osprey Aquatics, run by Brian Bolster. (Brian Bolster's down here in the front: good to see you Brian.) Brian is an incredibly intelligent coach; he is a very conscientious coach; he

does a tremendous, tremendous job with his athletes. I am happy to call him a friend as well as a colleague. But at the end of the day, Brian and I sit and talk a lot—we talk a lot—about Swimming and life. It is a great connection; I appreciate his friendship. I appreciate his ability to share; he is one of the most generous coaches I know. Sorry Brian, but if somebody sends you an email, you deserve it. Shoot this guy an email and talk to him. But find ways to connect with other people. Okay?

You are going to need to know that your athletes are going to trust your preparation. I do not believe in showing-up on the deck and just winging it. I do not believe at the Age Group level you necessarily have to have your work out written in stone; I believe that there has to be engagement and you are just as much a piper as you are a swim coach, at the Age Group levels. Certainly along the way it changes. But you have to understand that whatever your goal is, you need to be prepared to teach that. Some of you need to list your workout, some do not. Find what works for you, but be prepared. Kids will know when you are winging it.

They need to trust that you are going to be professional. They need to know... are you the coach that at the end of a meet will walk by the head ref and thank them for his time? When an official approaches you with a challenge or a DQ, are you going to just immediately challenge and get in their face, or are you going to be thoughtful and inquisitive? And we have all been there, guys, okay. We are emotional people; we are competitive people. But you have got to be professional.

And your kids are going to see how you respond to those situations, and you need to be mindful of that. If I expect my kids to be thoughtful and analytical and go through proper channels, I need to model that whenever I can. Does that kind of make sense? And again, they see it; they really do see it. Your actions have to be consistent with what you are telling them.

We are going to talk about communication in just a little bit, but they are going to trust that you have the ability to communicate. We are a jack-of-all-trades here guys: we have coaching obligation, we have fundraising, we have board member meetings, we have city council meetings; whatever it looks like for you. Many of us have straight jobs as well. We have got a lot of obligation.

I need to be able to communicate at a lot of different levels. The way I talk to an 8-year-old is not the same way I talk to a 12-year-old. And you need to be able to morph and adjust. You need to know the appropriate energy levels when you are dealing with those kids. Young kids... those that coach Age Group, you are a remarkable breed. It is amazing the energy that you folks pour into your kids, and you need too. It is just dealing with kids—I have got three children of my own, I am living it, I know. Okay?

I think... this is important: they need to trust your instincts. If they come to you with an issue, if they come to you with a situation, that you are going to be relying on instincts. If you have been faking-it, like we talked about earlier—coaching like somebody else—your instincts are not going to be true. They need to trust that.

So I try and avoid a lot of the knee-jerk reactions to situations. I will take a step back. I am not a yeller; I am not a screamer. Anybody who knows me knows that if kids are having an issue, I am usually going to step-back a little bit and figure out what is going on. I try and go after the situation before I go after the athletes. Certainly you have to lower the hammer sometimes, and I get that. But there is a lot of things that, maybe situationally, I can do differently that are going to interfere and steer that in a different direction.

How you respond instinctually is going to dictate how those kids approach you later. If you respond professionally and within your character, you really cannot miss.

Communication. Basically, four pieces that I want to talk to about briefly. Number one, I just said it, the common thread between all great coaches is they have an ability to communicate, at a lot of different levels. Okay?

At the end of the day as an Age Group coach you must make contact with every athlete, every single day, preferably multiple times. How many of you have very large groups that you train? Yeah. Keep attendance after you talk to them. For a while I had, you know, a fairly-large group and I wanted to ensure that I was connecting with every kid every day: I would not mark them off on my attendance sheet until I spoke to them, gave them the correction, whatever it was.

Put it on the back of your workout, keep a running total; whatever it takes for you, you have got to find a way to talk to everybody, every day. And if you are not doing that, I think you are going to have some serious, serious problems at some point down the road. I try and get to my kids multiple times a day. For some of you, that is very easy to do: you are very skilled at that. For some of us, we need to work at that. But you must make contact, every practice, every day.

Some of the things that I will do to ensure that I have contact with kids. I have always done knuckle bumps or handshakes at the end of practice. I do not believe that they need to come and necessarily shake my hand; I will give them a knuckle bump, a fist bump. They are free to go to shake Steve's hand, thank him for being here; they are free to go give Coach Brian a fist bump; you know Coach Joe, walk over. My kids have to make contacts with one of our coaches, every day. A lot of times, our dryland coaches—we have a dryland trainer that comes and helps us. My kids are always going over there, thanking: Thank you, Dan. I think it is really important. Again, I used to mark them off of my attendance sheet so I knew I was not missing any.

I want to talk about verbal versus non-verbal. I think a common mistake that coaches make is to minimize the impact of non-verbal communication. Non-verbal communication like: facial expressions, gestures, body language. Showing anger, frustration, happiness, whatever, have a profound effect on your athletes. You can be saying one thing and looking another way, and they are reading your body language more than they are reading what you are saying. The bottom-line is: young swimmers assume that non-verbal cues are more revealing of a coach's actual feelings and thoughts than their words. You have got to understand that. Certainly, verbal is vital and what we say is important. But if it does not jive with your body language, there is going to be a disconnect and young kids most often are going to read your physical cues more than the verbal stuff.

I think I was guilty of this for a long, long time, in that: some coaches talk too much. You can over-coach, you really can. The kid does not need to know the history of the backstroke turn; just teach him the damn turn. [laughter] They do not need to know that I used to do the spin turn, right. They do not need that; what does it matter? In a different environment maybe that is a fun way to teach tradition, but they do not need that. I think that is really important. And sometimes when you talk too much, you are going to lose some of the effectiveness of it—that just a fact. Especially during practice: they do not want to hear you all the time, okay; even little ones.

Listening. Obvious guys; this is not earth shattering stuff here. But you have got to listen to what your kids are saying, and read their body language more than what they are saying. You have got to know as a coach, you have got to kind of recognize when things are going well and when the things are not. You have got to have that instinct. And sometimes you put a well-placed word or a well-placed phrase in, it can change the dynamics of a practice. But you have got to have that skill and that instinct: when do I say something and what I am going to say. You slip something in there, right? But you have got to listen to them when they are talking.

And I think that respect comes into play here. Again, your response to them is going to dictate how they approach you in the future. Okay? So

you need to be mindful of that. Especially those young ones: you want to be a resource for them, you want them to feel comfortable coming to you with questions and excitement. You know, if I have a kid that is playing soccer and he scored a goal last weekend, I want to know about that. I do not want him to come to me and tell me that they scored a goal and say Listen, you are swimmer; I don't want to talk about soccer. I want them to feel comfortable coming to me and sharing those things.

I think that a lot of the athletes that have come through our program... it is funny, for the first you know twenty years, I was really working with very young swimmers, always 12&Under—always. And I was very proud of the fact that even when these kids were heading-off to college, I had a great relationship with them. And that was fun for me as a coach, because I think I had a decent relationship with them; I think I made a connection on a level above swimming. At least that is what I like to tell myself I think. But that is rewarding for me as a coach: it motivates me and it keeps me excited. Certainly, I think it is helpful for those kids.

The implications here are very clear: what you do is far more important than what you say.

Thoughts or questions about that? Very good.

I want to talk about visual cues; some of the things that I think are important for young kids. Memory tags. I call them memory tags; I do not know where I stole this from, I do not know where the name came from. I think it might have being within your organization, Steve may have used a phrase like that. But I call them memory tags, and it is basically a quick visual cue that has a specific history attached to it. A hand signal, okay?

When you are talking about connecting with athletes, I do not want to just be able to connect to them when they are on the wall breathing, and stepping on their water bottles. I want to be able to connect with them in the moment; I want to connect with them while they are training, while they are in the middle of the set, while they are in the middle of the pool. So a lot of times what I will do is I will give a specific hand signal, and it might mean a specific skill.

If I have an athlete that is struggling with early-vertical forearm on freestyle—high-elbow catch, whatever you want to call it. I would demonstrate with that athlete: this is what this means. When you see me standing on the deck, doing this, that tells you that you need to be mindful of your early-vertical forearm. If I want my kids breathing every third stroke, I may give them a visual cue, maybe it is tapping my chin. It is tag, so all they have to do is when they are looking at the side of the pool, they will see me point at them and do something, and I am with them and they know I am with them. That is a great connection with kids. I do not have to wait until they repeats ends, and go over and try to have twenty conversations. It is a very quick and instantaneous. You can also do auditory cues; a lot of you guys do this already. But I think visually is very, very helpful.

If you are not using video, you are missing a huge opportunity. Even with Age Group of kids, drop a video camera on those kids, you are going to be shocked what you see. Anybody put video on young Age Groupers? Holy Christ; it is incredible, right? It is incredible. They need to see themselves, and it is helpful for you to see what you are actually teaching—or not teaching, as the case maybe. I think video is a great way to teach mechanics.

Speaking of mechanics, since I mentioned it: Steve Haufler is in the room. I do not think there is a finer coach in terms of teaching technique than Steve; I have learned a lot from Steve. But he does a tremendous job teaching foundations for fast swimming. (So Steve, thank you, for the insights that you provided over the years; I appreciate that.) Again, I steal all the time guys; stealing ideas. And, hopefully, we can give you some to think about. Use video.

This is critical for age group kids: your demonstrations have to match what you are saying. Okay? It is so important. If I am telling a child I want early-vertical forearm, I better make sure that what I am actually doing is demonstrating that. I want early-vertical forearm [demonstration as well]. That is not... this is what they are seeing. They are visual; this is what they are going to key into.

You need to make sure that you practice what you are teaching. My wife thinks I am the biggest dork ever—she knows I am the biggest dork ever—but I will stand in front of the mirror—you know, we have a full-length mirror—and I will just work on things. I try and get perspectives on when kids are down below me what it is going to look like; I will pull them up to my level, right, so I know that what they are seeing is actually what I am explaining. It does not make a whole lot of sense to demonstrate something that does not match what you are saying. Your visual cues have got to match, so practice that skill. And your wife will think that you are a dork too—and you can be in the dork-estra, as my son says, with me. (Yes, I am in the dork-estra.)

You have got to use your older athletes. Again, recognize the demands of the Senior schedule and the limitations that you have, but I think you are smart to build those things into your program. Sometimes, just a quick visual. Look I have a kid that is struggling with a specific... simple streamline; maybe kids are struggling with streamline. Okay, come here. Three lanes over I have got a National-level kid swimming. Come over here, look; see it, do that. Okay, use that; use those opportunities that are in your area all the time. It helps to create heroes within your organization as well. So visual cues are important.

Verbal, we are not going to talk too much about, except a few points. Number one: paint the picture positively. If I want a child to hold their breath for three strokes off the wall, that is what I am going to tell them: I want you to hold your breath for three strokes off the wall. I am not going to tell them: Don't breathe off the wall. Because if I tell them that, that is what they are picturing: not breathing. Don't breathe off the wall has a very different picture than Hold your breath for three strokes off the wall, and you would be amazed how much more quickly the kids will key-into what you are saying. So I think that what you say has to be painted in a picture that really illustrates what you want it to look like.

And again that is a practiced skill; there are some things that are difficult to explain that way. The more advanced your athletes are, the more difficult that might be. So you have got to find ways to talk; you have got to develop a language that is going to help you convey, in a positive manner, what you are trying to teach. Does that make sense, right?

Again get to their level. We already talked about that; I think that is important. If you are working with little kids, get them up on the deck when you talk to them, get on your knees, talk to them. Whatever it looks like, but get to their level, okay.

Know your limits with your kids. Attention spans are vastly different from 8 years-old to 9 years-old; 9 years-old to 10 years-old. Be quick, be concise, be repetitive: those are things that I do that really help me with the younger groups. And avoid the over-coaching that I think some of us are guilty of.

Content. We already talked about knowledge, right? Knowing what to say is certainly important—I am not discounting that. But the content, I think this is a critical step. It should be systematic. Your system, your club, should have a systematic way of talking. And the reason I say this, in the text of connecting with your kids, is this: if I have an athlete that is preparing to shift from my group to the next level group, or from a group into my group, it is an instant connection when I want to tell that kid, maybe we are working on a certain drill, it has the same name as what they learnt it as.

Early-vertical forearm, whatever it is, I want it to be the same. So when that kid comes into my program and I say Hey, little Johnny, you need to work on early-vertical forearm, he is going to know that is what he has been taught already. It is a good way to connect right away with that kid; they put a little bit more faith in you because it is familiar. So those key issues, in terms of developing your younger kids, I think you really need to work on terminology. Whether it be calling your drills the same things, could be just the verbiage that you use, but you have got to have a certain language that I think is helpful and consistent.

Certainly written communication is critical. Emails, newsletters, bulletins. I put bulletins on the... we have little coach's boards, sometimes I will put stuff up there: test results, whatever it is. Just find ways to get the content out to them. We have little mail boxes in our pool, every kid has got a hanging file folder, put information in there for them. I do think it is important when kids are trying to transition from group-to-group that they have that continuity.

Goal setting is a great way to connect with a kid. Most of us think... I am sure that everybody here uses goal setting, yes? Nobody does? There you go. If you do not use goal setting, I think you should. Not just in the sense that you need to know where you are driving the bus and where you are taking this group; but it is a way for you to have a conversation with your athletes, early, about your program and about you and about what they are trying to accomplish. It is a connection: it is another opportunity for you to work with that athlete one-on-one.

The problem with goal setting, guys: it is time consuming. Tracking and following-through is the crucial step when it comes to goal setting. I want those kids to know that when we set goals they are going to be track-able. Great athletes, they set immediate goals: every set, every repeat, everyday they are setting a goal. But you have to track it and follow through with that.

If you are smart, you will put systems in-place to help you do that. We have a system, we use what we call split sheets. And split sheets for us, we have race results with different splits and a sections for comments. At the end of each meet, we circulate that amongst our staff; every staff gets to look at it. You are looking at splits, you are looking at comments. If a kid hit a goal, you mark that in the comments at the meet; and then when you review that information later, you make your notes and take it to practice. Have your kids come to you. Tell you, after every meet, they self-evaluate: yeah, I hit this goal. But you have got to recognize it, okay. And you need to make sure that you are following-through and providing them with some feedback,

But I really like the way it helps you to connect with kids. New kids to your group as well as those that have already been in your group, it is an opportunity to re-establish a connection. So that is a really good way to kind of follow-through with that.

Using your goals to teach your philosophy. Again, kind along what we just talked about.

Building-in opportunities. Building-in opportunities to connect with the athletes on your team. Some of you guys are probably pretty good at this, right. We talked a little bit about the programs that you are running on Friday nights: Fun Friday nights. Some of the things that I think are helpful. Certainly group visits—we talked about that already. Preparing your athletes to shift from one group to the other is a good, built-in opportunity to connect with the kids.

I talked about the junior coaching model—I will explain this a little bit further. Basically what I do is on Friday nights, 15 minutes of practice for my Senior kids, what they will do is... we have got multiple Intermediate-, Pre-Junior-, Junior-level groups below us. And what they will do is: I will send a schedule out to the coaches; every week, a certain group has got the junior coaching slot. And what my kids do

is they are available for 15-20 minutes on Friday night. The coach will identify maybe some weaknesses that those kids have; send them to me on Wednesday—they will send an email to me on Wednesday night, saying I have this kid who is really struggling with breaststroke pull-outs or I have this kid who really is poor on his streamlines or whatever it is. And then what I will do is that Friday those kids show-up to my practice, 15-20 minutes before the end of my workout, and we are going one-on-one with those kids and we are teaching that skill.

It is a great way obviously for the older kids to connect with the younger kids, but here is the other piece of it that is really, really valuable for me. Number one, I am connecting with the little kids that are not specifically under my primary care—if you will. But I am also connecting with my athletes: teaching them how to teach. Jeff, you are going to be working with an athlete on breaststroke pull-outs. Here are some thoughts, here are some ideas, on how you might want to teach it. It is a conversation I am having with one of my athletes; it is another connection. Now, go teach that. And it is time consuming for me: it takes a while for me to teach my kids how to teach. But it is important. And I do it systemat... it is a rolling schedule, every Friday night with my kids unless we are doing a meet or something; it is just a rolling schedule through our program. And it is a chance for me to connect with my athletes.

And here is the other secret: assign your kids a skill that they suck at, because then they get better at it too. If I have a kid that is teaching somebody how to streamline, I am going to make sure that is somebody that struggles on streamlining, so that they are aware of it. If they have to teach it, oftentimes it raises their standard. So that is something that I do with my guys.

We talked about this: end the [practice] swimmer handshake, thank a coach with a handshake. It is a fun way to connect.

Guest coaching. Ten minutes; we have a built-in gap in our program on Tuesday and Thursday, when we are transitioning from the pool to our dryland session. The kids are all getting dressed; 10-15 minutes, whatever, to get out to our dryland spot. That is 10-15 minutes for me that I can walk over to our Junior program, say hi to the kids, whatever; look at a couple of things, offer some suggestions, just say hello, whatever. That is a 15 minute window: do you know how much damage I can do in 15 minutes? I can also do a lot of good in 15 minutes.

And that is not extra time that I have on the deck; it is already there. So you have got to look at those holes that you have in your schedule and any opportunity you might have to just drop-in. You would be shocked how far that goodwill goes with little kids, and the coaching staff. It is great, sharing ideas with your coaching staff. Hey, why are you doing that? What's going on? Right? Keep their energy up. So you have got to look at different opportunities that you have to connect with those kids.

When it comes to discipline, again I talked about this already guys: I believe in going after the situation initially. Okay, I am not saying that you cannot discipline your kids; of course you have to. The hammer falls and there is a reason for that. But at the end of the day, if there is something that structurally can change, I think those are important things to look at. I believe in disciplining in private, rewarding in public.

Again I told you earlier: I do not yell, I do not scream. I do not have the energy for that crap anymore. I work a full-time job, I have got three kids; I am not a yeller, I am not a screamer. It is not my style. I have enough on my plate to have to worry about that. But I try and avoid hurting the ego and I try and avoid hurting the dignity of an athlete. I am not afraid to have ugly conversations with my kids when it is necessary, but I do it in that realm.

I talked about avoiding the false positives. I think it is your job to

catch your kids doing something right everyday. You have got to look for things they are doing right and make sure that they know it. Okay? Again, I am not going to just make an effort... he did a great job today. That is lazy coaching. If that kid had one good push of the wall with a great streamline and kick out: That was a great streamline, great kick out; good for you. Find them; find those moments and share those with your kids, to avoid rah-rah false positives.

And I believe at the end of the day you can reduce the need to discipline your athletes through your structure and your environment. If you are in control of your environment and if you are in control of your philosophy and you are living your credo, so much of the need to discipline is gone. I am not saying... guys I live in a real world with you. The kids. But if the structure is in place, a lot of those situations can be avoided earlier. Does that makes sense?

Well, I think that... in conclusion I just wanted to reiterate the importance of what you do. I am constantly in awe of USA Swimming coaches. I am telling you guys: I do not know of a more generous group of professionals. That are willing to share and willing to talk, and really collectively work together as a team to make our swimmers in our country the best in the world. And I appreciate you and I will continue to try and learn from you.

I would encourage you, if you have got nothing out of this discussion, I am sorry about that. [laughter] But I do think it is important that you take some of these thoughts and just let them bounce around your head a little bit and maybe you will get a nugget that is applicable to your particular program. For those coaches that I called-out personally, I appreciate you—I really, really do. And there are so many of you out there, but I really do appreciate your professionalism.

Are there any questions that you have that I can answer before we finish up? I know it is New Orleans dinner time and you are all anxious to get to that shrimp etouffee, but....

Yeah?

[audience member]: What do you mean by avoid false positives, what does that mean?

[Tucker]: What I consider a false positive is if a kid has a poor performance, I tell him good job. I do not believe that is true; I do not believe it is a good job. The effort may have been good; Good effort is a lot better than Good performance. So I am just kind of very select with my language. And if they are not doing anything good, I am going to have to find something that they are doing good. But I am not just going to tell them they did something well if they did not, okay.

If I am working on a stroke correction, and I say, "Listen, we need to concentrate on a little bit more on rotation" or maybe early catch in your backstroke, whatever it is. They demonstrate it, it is not happening, I am not going to tell them good job: they have not changed it. Okay, it was maybe an inch better, but you've got to go further. Right? I do not believe in just a false positive that is not there. Does that answer your question?

[audience member]: And when you fake it, they know it.

[Tucker]: They do; guys, they know. When you are faking it, they know it. These kids are smart. Well I put my email up here for you. If you have any questions or comments or concerns, or if what I said does not resonate, please feel free to reach-out to me. I welcome your advice, I welcome your insight, and I want to thank you guys for being here today. Thank you very much.

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MASTERING MASTERS: BUILDING A MASTERS SWIM PROGRAM

By Kris Houchen, Lawrence Masters Swimming

Slide #1: Introduction

Coach Kris Houchens has been a part of several Masters programs over the last 16 years giving her unique experiences. She was Head Coach of YMCA Indy SwimFit, that grew to 7 locations and over 400 members in the Indianapolis area. She then helped set up a new club Indy Aquatic Masters, also running out of multiple locations around Indianapolis and grew to over 300 members. She currently works with the Jordan YMCA MultiFit program, a unique cross training program with over 100 members training for Triathlon and other running and swimming events. And she also recently founded and coaches, Lawrence Masters Swimming, a 3 month old program running out of a High School in the Indianapolis area, with 20+ members and growing.

Slide #2: Welcome

Thank you. Honor to be here. My coaching is a work in progress and I know I don't have all the answers you may be looking for, but I am happy to share my experiences with you to help you climb up one more rung on your personal ladder of success.

Interesting Story.

Stephanie Hummel is 51 and recently had a heart episode. Last December, she had Atrial Fibrillation, the doctors had 24 hours to get her heart in rhythm or she would have to be shocked with paddles. In the last hour, the medicines they gave her got her heart back in rhythm. Her doctors told her one of the risk factors was being overweight, so she had bariatric surgery in February and has lost 50 lbs. by April walking 1 mile before and after work. But in May, a doctor's checkup revealed no change in Blood Pressure or Heart Rate. Pulse 80+, BP 130/90. She thought she would have to take medication for life.

She decided to swim with the Lawrence Masters in June. In just two months' time, her blood pressure and heart measurements all improved and are well within normal range. She also had increased stamina, better mood, sleeping, BP, HR and she got off the cardiologist watch list.

She attributes the improvement to swimming with the group and having a coach that challenged her to do a better workout than what she could do on her own. She also looks forward to coming because her friends, other parents from the age group team are there too.

Stephanie and her daughter believe swimming is saving her life.

Wow! Right?

Slide#3: What is Masters Swimming?

Adults 18 yrs. of age and older, that choose swimming to live a healthier lifestyle. Masters swimmers swim for fitness, pool competition, open water and triathlons.

United States Masters Swimming is the leading organization for Adult Swimming programs across the country.

Slide #4: Why would you want to start an Adult Swim Program?

The benefits of an Adult Swim Program in your community provide a safer environment for adults to live a healthier lifestyle. Compared to other activities such as running, biking, crossfit or boot camp, swimming is a low impact exercise that is less stressful on joints and muscles. Adult Swim Programs is a great addition to any fitness facility or age group swim team providing greater membership retention, recruitment of volunteers, and extended professional resources. Swimming prevents the onset of every

known disease with the exception of osteoporosis.

Slide #5: How can I start an Adult Swim Program?

Today's talk will go over the basics of how to start an Adult Masters Swim Program.

Every situation is unique. I haven't found two programs that run the same yet.

So this is not the only way to do it and merely suggested here as a guide to help you. Today's talk will include the following topics:

- Research and Resources
- Identify Locations and Target Market
- Create Interest
- Evaluate Costs
- Name and Logo
- Meet Schedule and Events
- Coaching Masters
- Workouts
- Season Planning

Slide #6: Resources

For resources, a great place to start is www.usms.org. Under the Coaches tab you can find the following info on how to:

- Become a Masters Coach
- Start a USMS program
- USMS program resources
- Certification
- Jobs
- Insurance

Slide #7:

ASCA / USMS Coaches Certification Class Schedule
[note: available on usms.org]

Slide#8: AN example of RESEARCH

This is a spreadsheet of a comparison between local Masters programs in the Indianapolis area. You can learn a lot from this kind of research. Particularly of interest are the times of day, the prices, the total number of members, the options of payment and the total number of practices offered.

You can gain a lot of ideas here and hopefully find a niche. Depending on your skill set and the resources you have in your community, you may be able to combine some of these ideas into your own custom program. Do not be discouraged by what already exists. Adults are always looking for something near their home that also fits into their schedule. So the next thing to do is Identify Pool locations and your target market.

Slide #9: Identify Pool Locations and Target Market

Most important thing in starting a program is finding a pool.

- Pool Location
- Schools
- Health Clubs
- Private Clubs
- Target Market
- Triathletes (clubs)
- Parents/Faculty
- Community

What pool or pools do you have access to? Sometimes the pool can determine WHO your market is.

What times are available?

Who is in your community you can reach?

Slide#10: Who Cares? (Create Interest)

When starting Lawrence Masters Swimming, I approached an age group club that utilizes a Newer HS pool. They were interested in providing a program for the community, their employees and also the parents of the age group swimmers. We started this summer providing just evening practices and were able to market through the age group swim team website and email list and the HS School system newsletter, going to employees and parents. A great way to start with limited expenses.

For finding triathletes in your area try putting flyers at local bike shops, running shoe stores, triathlon events in your area or social media.

Nothing beats WORD of MOUTH!

Social media has its perks. It is the cheapest way to get the word out.

Free stroke clinics are good for building interest and an email list.

- Marketing: Swim Meets, School System, Triathlons, Facility Newsletter, Social Media
- Stroke Clinics: Swimming Basics, Video Taping, Open Water

Slide #11: Evaluate Cost [read through, no details]

- Pool Time
- Lifeguard
- Coach
- Insurance
- Equipment
- Marketing
- Merchandise
- Other

Slide #12: Evaluate Cost [2]

Estimating the number of days in a month. When planning out a budget for a small program that may only go 3 days a week and one Saturday, you would be wise to map out how many days you are actually paying to run the program since every month carries a different number of Mondays, Tuesdays and Saturdays, etc.

Slide #13: Evaluate Cost [3]

This is another chart depicting the ebb and flow of how much it cost to run 3 practices up to 21 practices. If you are planning on growth, this chart is helpful in showing how many members you would need to have enough cash flow to afford to host more monthly workouts.

Slide #14: Business Advice from a real Business Class.

- Be unique
- Don't be cheap
- Don't over analyze
- Just get going!
- Reinvent yourself
- Sans perfection

Don't worry about perfection but be ready to make changes. The Jordan Y MultiFit program has been in existence for approx. 5 years and has restructured itself four times already. They currently have over 100 members and over 40 USMS members.

Slide #15: Who are you?

This may be one of the hardest parts. Deciding your name, logo and

mascot. Some teams choose funny acronyms like the NASTI team from Noblesville Area Swim Team, Inc. They call themselves a drinking team with a swimming problem, that fits in nicely with their annual brew-fest they hold to raise money for their local pool.

Slide #16: Invest IN YOURself!

Define who you are. I encourage you to learn about Leadership and Teaching to help define who you are. Success can mean different things to different people.

John Wooden is one of my favorites to learn more about leadership and success.

I have learned that the members of your team are watching you and they will be attracted to certain things you do and repulsed by other things. A simple example is picking favorites. If you tend to spend time with the same people during practice, you will not retain the other members of your team for long. How you handle difficult or needy people is another example. Saying one thing then doing another. Just remember your members are watching and taking notes.

Your actions can set the tone and the environment of your club. Some of the things listed here:

1. Good values attract good people.
2. Love is the most powerful 4 letter word.
3. Call yourself a teacher.
4. Emotion is your energy.
5. It takes 10 hands to make a basket.
6. Little things make big things happen.
7. Make each day your masterpiece.
8. The carrot is mightier than a stick.
9. Make greatness attainable by all.
10. Seek significant change.
11. Don't look at the scoreboard.
12. Adversity is your asset.

Slide #17: Scheduled events can also define your team.

Even though a coach will traditionally form their season around pool competitions, Masters Swimmers have a variety of goals and objectives. Surprisingly, pool competitions are not the objective for a lot a Masters swimmers. Overall fitness is. So it may help to think of your program more like a fitness program. Which would mean more of a year round continuous cycle. Between the local, regional and nationals swim meets, triathlons, open water opportunities and USMS fitness events, you can stay busy all year.

Three examples of different programs scheduled events. Most Masters programs develop their training season around different events. Here are some examples.

- YMCA Indy SwimFit – Three seasons. Fitness, Competitive, Triathlete
- Jordan Y MultiFit – Running Events, Biking, Triathlons, Swimming
- Masters Events – Aqua Bike, Kids triathlon, Mock Meets, Swim Meets, Open water

Slide #18: Where's the Party?

Do whatever encourages and fosters friendships. Which, in turn, provides continued motivation to stay on course with fitness.

- Simple - Keep socials simple, remember it is about the people not the decoration.
- Rare - Try not to over schedule. Once a month for small get togethers work, more frequently will spread people out and lower the turnout.
- Epic - Do a few BIG togethers once or twice a year around a certain event.
- Space - Certain meeting places allow for varying number of people. If you are not sure of how many people are coming, you

might call ahead to see if the place can handle 5 to 15 possible people.

- Personal - Face to face invites are the most effective. Find an outgoing personable social director person to help invite people. Facebook and e-vites are not the best way to get people to come.
- Social - It is recommended to start a Facebook group that is open for everyone to see. Then when an interest persons sign up to the group they will receive emails from you.
- Pictures - If you post pictures after your party, be sure they are tasteful and not embarrassing. Potential members might be looking your face club page.

Slide #19: Coaching Masters

Two things Fitness and Friends = Fun.

The top two reasons people join a Masters program is for overall fitness and the social aspect. Developing friendships can provide member retention and providing decent and creative workouts will have people looking forward to the next workout.

The rest of this talk will deal with coaching Masters.

Slide #20: What should you expect from adults?

Almost everything about coaching adults over 30 years of age is different from age group. Here is a general breakdown of what to expect from adults.

- The average Masters swimmer swims about 2.5 times a week.
- The competitive/OW swimmer may get 4 to 6 workouts a week.
- Workouts average about 3,000 yards a workout in about 1 hour.
- Weekly ranges from 7,500 to 19,000, with peak training yardage 12,000 to 24,000 a week.
- In my 15 years experience, I have noticed nearly all Masters swimmers do another physical activity besides Swimming, such as, weightlifting, running, biking, Pilates, yoga, walking, tennis...
- For adults over 40, some kind of weight bearing exercise should be recommended to compliment Swimming exercise.
- For most adults, technique remains a new frontier. After decreases in muscle strength and lung capacity due to aging, technique can provide continued motivation and even give a means to arrive at personal best times at ages 50 and beyond.
- Life stress: In most cases, exercises helps reduce life stress that can lead to disease, insomnia, injury and lack of performance.
- Recovery: Increase in adaption time and recovery time become more important to prevent fatigue, injury and sickness in adults. Cyclical training can be challenging with a Masters program. (1-2 weeks Stress, 1 week Adaption (recovery))

Slide #21: What swimmers expect from you.

- Accommodate ability levels.
- Know their name.
- Watch them swim.
- Provide Feedback in small doses.
- Don't assume they know everything.
- Teach Technique, turns, and starts.
- Coordinate between coaches.

Slide #22: Got any ideas?

This summer I got to mentor a young Masters swim coach. Presented here are a few things I helped her with as far as running and writing workouts. Perhaps this may help some of you. The program was the Jordan Y Mutlift program. It has over 100 members and offer seven different workouts a day from running, biking, strength, and swimming. Members are mostly focused on triathlon, but they do have many ex-college and high school swimmers, and a lot of beginner swimmers. They do offer beginner classes for running, cycling and swimming where a second coach is there to offer and provide technique instruction and feedback.

Well, this coach was having a hard time writing workouts and keeping

the different ability levels together, she was emailing out weekly workouts out to the swimmers, she was writing workouts from what she remembered swimming in college (and she liked long distance stroke stuff), she did not understand the energy systems well, and basically had very unappealing workouts on paper, especially for beginners.

This is some of the advice I shared with her and maybe it might help you as well.

Slide #23: Workout Evolution #1

Ideally, you would want to write a very challenging workout that looks simple on paper and includes the brain as much as the body.

Set 1

Repeat 150s followed by repeat 200s

Choose an interval (pace per 100):

	1:40	2:00	2:20	2:40
150s=	8 @ 2:30	7 @ 3:00	6 @ 3:30	5 @ 4:00
200s=	5 @ 3:20	4 @ 4:00	3 @ 4:40	3 @ 5:20

There is nothing really wrong with the first set here, except for the fact that you have every lane swimming a different interval in a long-course pool. There is no special instructions or any other thought other than swim this. The slower lanes missed the interval because some do not know there pace or how to read a pace clock. Hard for the coach on deck to get to each swimmer and provide feedback.

Set 2

Swim three times through:

1 x 300 @ 6:00 Swim or pull (or 250 or 200)
3 x 100 @ 1:45 Descend by time 1>3 (3 x 75 or 3 x 50)
Maybe add a broken 200 after for fun

The second set, is an example of something I would do instead. Both sets are working aerobic endurance—this is where it is helpful to know about energy systems. Think about what you are trying to accomplish, and then figure out the best way for the group you have. You will learn a lot by trial and error.

This is where my years of experience has lead me. People love this set. It is written for a 1:45 base per 100, with extra rest after the 300 built into the interval. The 100s are descending so that is where the challenge is. If you swimmers are not working the descend well enough you can throw in the broken 200. This set is easy to follow, looks easy on paper, but is very challenging. Extra challenge descend the 300 each round.

The intervals for the second set would be 250--2:00 per 100 pace, 200--2:30 per 100 pace. The 125--1:22 per 100, 75--2:17 per 100, 50--3:23 per 100. You have to find the right intervals for your group that breakdown well, but you get the general idea.

Slide #24: Workout Evolution #2

Set 3

Two times through 10x100:

	Interval	Clock	Interval	Clock	Interval	Clock
#1	2:05	:00	2:15	:00	2:50	:00
#2	2:00	:05	2:10	:15	2:45	:50
#3	1:55	:05	2:05	:25	2:40	:35
#4	1:50	:00	2:00	:30	2:35	:15
#5	1:45	:50	1:55	:30	2:30	:50
#6	1:40	:35	1:50	:25	2:25	:20
#7	1:35	:15	1:45	:15		
#8	1:30	:50	1:40	:00		
#9	1:25	:20				
#10	1:20	:45				

1:00 REST (to the next top of clock)

OK. This is a set of 10x100 swum two times through. It is a drop-out set, the kind of set the swimmers are not supposed to make. This group does one about every other week. While there is nothing wrong with the concept of a drop-out set, this type of set is not a great recurring set for Masters. There is a lot of problems when doing this type of set when you have a group with four different speeds going on. The first two offers did not start with a big enough interval, so you got just the fast lane running the first two offerings. The next one is not challenging enough for most of the people who would go 1:50. Now you could fix this set on the fly but it basically turned out to be a disaster. The coaches had this great cheat sheet with send-offs but they spent time helping groups send-off while other swimmers where just flat out missing the intervals. Sets like this are great some of the time. I would recommend doing repeats of 3 or four in a row at the same intervals then dropping down a bit. For a group made up of mostly triathletes that already hate swimming, drop out sets are very discouraging. How would I change this set.

Slide #25: Workout Solution #2

Set 4

Two times around:

- 4x100 @ 1:45 even pace consistent breathing pattern (125 at 1:20 pace, 75 at 2:15, 50 at 3:20)
- 4x100 @ 2:00 swim - descend 1 > 4

Sounds too simple. But the trick is to fill the swimmers head up with something to think about. They keep their eyes on the clock but more for what they are going, not when are they leaving. Even pace sets are good for focusing on technique like breathing of long strokes, good turns, etc. The descending is where they get their heart rate up. And no discouragement. The group is easier to follow from the deck. Looks easy, but again, it's not.

Slide #26: Workout Evolution #3

I have really enjoyed mentoring this young coach this summer. I have encouraged her to try things and rework things, and she has been improving and learning a great deal. Stroke day is pretty light with this group. So Mary has been trying to improve the workout offered that day. Here is a set that did not work out. It was just too much to follow. There is no interval for the stroke, but there is an interval for the freestyle, but we don't know when it will start each time. And then the freestyle has a descending interval. I just want to pause here and remind you if you are a newbie that not all adult swimmers are pace clock savvy.

First Try

Do set 3 times with rest after the freestyle getting 0:05 less each set (Round #1 @ 2:00, Round #2 @ 1:55, Round #3 @ 1:50)

- 1x50 fly, :30 rest, 50 or 100 free @ 2:00
- 1x50 back, :20 rest, then 50 or 100 free @ 2:00
- 1x50 breast, :20 rest, then 50 or 100 free @ 2:00

So my friend tried to rewrite this set a few weeks later. Better attendance on the second one, so it looked more inviting we think, it ran better the second time around. The only thing was setting up the intervals with the different groups. Different sendoffs.

Second Try

Swim set 3 times with interval decreasing by :05 each set. Later intervals in parentheses.

- 3x 3x Broken 150s @ 3:30 (3:25, 3:20)
- Swim 50 stroke, rest :20, swim 100 free.

The stroke should be swum fast, and the freestyle should be moderate – long and strong.

So for this talk, I looked through my workouts to see what my 16 year coaching progression would have done for a stroke day.

Slide #27: Workout Solution #3

Solution Set #3

1 x 200 on 4:00 Drill/Swim X 25 Fly
4 x 50 on 1:15 Fly Descend 1>4
1 x 200 on 4:00 Drill/Swim Back
4 x 50 on 1:15 Back Descend 1>4
1 x 200 on 4:00 Drill/Swim Breast
4 x 50 on 1:15 Breast Descend 1>4
1 x 200 on 4:00 Drill/Swim Free
4 x 50 on 1:00 Free Descend 1>4

Extra challenge to descend 50's.

Beginner swimmers do half of distance listed.

So this set, is actually longer than the other set. Provides some teaching moments for the coach to interact with the swimmers. And more opportunities to get the heart rate up on the 50's. Good for keeping the group together.

The other set, was mostly aerobic. This set is aerobic and VO2 for the faster swimmers. VO2 is great for conditioning and improving fitness and speed. It provides more moments for the heart rate to peak. The faster swimmers can challenge themselves on the time and stay involved with the set, instead of just checking off a repeat.

I hope that helps, and gives you some ideas. A lot of clubs run different lanes on different intervals and that is OK. I believe in challenging swimmers on bigger intervals, keeping the group together for more teaching moments and providing opportunities for greatness in each workout.

Slide #28: Season Planning Ideas

These next slides are some questions Mary had for me about seasonal planning, and my answers.

How often do you run test sets? I have a lot of questions about running test sets. When would we run them on this schedule?

I always liked to do test sets once a month, but I always tried to not do two in the same week, if at all possible. Over the years, we would run the T30 November to April we then would run the T30 every month, then every three months from May to Sept. People do get burnt out, but it is a good measure for fitness and improvement. If you did offer it once a month maybe expect people to do three out of five.

Slide #29: Season Planning Ideas

How would we run them considering that not everyone comes to practices every day?

That is a catch twenty two if you have the lane space you could run the test sets for three days and offer a different workout for those people that already did it, but with your limited lane space you might need to come up with something else. How about for those people doing 80 to 100% of all test given from Sept. to Dec. offer them a swim cap or something. By offering the test sets once a month for five months, expect people to hit three out of the five times and that would provide enough information to gauge any progress.

What test sets would you recommend? How would we compile this info and make it useful to the coaches as well as the athletes?

Years ago I created a Personal Journal for our members to keep track of their test sets in practice.

Slide #30-#31: Personal Journal

Place for best 100 times and converting them into practice target times. Goal Sets from November to April. Include all energy systems, aerobic, VO2 and Lactate, also kicking and Time Trials.

The thirty-minute swim, make sure to record times and figure out what pace the swimmer was holding. At USAT, they also measure the splits per 100. This is up to you and what your coaches are able to do. It is helpful to see how they hold pace and USAT does it, so that might provide some buy in, but it could be difficult to track for the coaches, so don't say you'll do it unless you are sure the coaches can handle it. you could just get the first few hundreds and then the last few hundreds and compare the results each month.

The next one, for VO2 I would recommend 20x50 on 1:30 (scy) This is a great test set used by many colleges. Each fifty is fast and the idea is to hold your best average. Because the Jordan pool is warm, this would provide adequate recovery verses doing a 100 VO2 set where chances are people will overheat before the end. The measure progress have swimmers swim the same stroke, measure the fastest 50, the slowest 50 and the average overall. Progress will be made by improving the difference between the slowest and fastest and lowering the overall average. You can also add 2 more 50s each month up to 30; that way if they hold the same average but add two more, that is an improvement too. This set is one of the most inviting test sets. Coaches have to push the swimmers and encourage them to go fast, but the fast swimmers like it as much as the slower ones usually, if they choose to do stroke, pick the same stroke for all and each month as well. (if you can really get them to do that),

The third test set would be 3 to 5x100 on 6:00 Lactate (more is better for those doing swim meets). Technically you could do 50s or 75s, but not 200s. Add in active rest to disguise it. Ideally, the same distance to compare. 95% of best meet time, all recorded times should within three seconds of each other.

I use to pass-out trifold brochures on cardstock. And have the coaches record the times as well. If each swimmers carried their own with them, coaches could ask to see them from time to time. Measuring progress with times is very helpful with Masters because they tend to look at their lane-mates instead of the clock to get their times. Why does Mary improve but I haven't? well, they are improving just not at the same rate. Getting their times is a great way to help them realize the improvements they are making. Even if all they get out of the test sets is looking at the clock and being able to read it, that is a huge deal.

Slide #32: Summary

Masters Swimmers want fitness and friends = fun!

We covered a lot of information from how to start a Masters program to some tips on how to coach Masters swimmers, as well. Remember to provide a good workout and opportunities for people to make friends.

Research and Resources, Identify Locations and Target Market, Create Interest, Evaluate Costs, Name and Logo, Meet Schedule and Events, Coaching Masters, Workouts, Season Planning

Slide #33 Questions!

Does anyone have any questions?

Slide #34 Have Fun!

Thank you for coming. Hope this was helpful.



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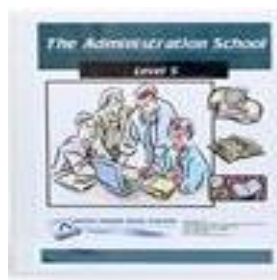
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GRAPHICS: Unparalleled durability and appearance. Sand finish is applied to alternating colors in logos. Can be applied to a Track Start Plus+ Back Plate.

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