

# ASCA NEWSLETTER

American Swimming Coaches Association

Leadership • Education • Certification

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# THE FUTURE OF COACHING 4

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# THE FUTURE OF COACHING

## Part Four: How to Ensure That The Club/School Team Is Able To Deliver The Best Possible Instruction For Every Child.

By John Leonard

*This four part series has focused on developing methods for improved coaching/learning by our coaches and athletes. It has been based on a great study by McKinsey and Company on how great school systems perform.*

*Part One was about getting the “right” people to become coaches/teachers.*

*Part Two and Part Three was about Developing those “right people” into effective coaches/teachers.*

*Part Four is about what our Club and School teams can do to make sure they deliver the best possible instruction to each and every child.*

The McKinsey study was very clear in terms of schools...the teachers have to be put in a position where they are “allowed to teach” and “rewarded for teaching.”

Which leads to the question...what would be the opposite of that? What prevents coaches from “coaching well”?

The leading issue, is clarity of roles. When the coach works for anyone except themselves, “who is responsible for what” is the lead issue every day. Absolute clarity of what the coach is expected to do, resolves a lot of this. Simultaneously, what does the organizational group make itself responsible for?

That group might be a school athletic director, or a group of parents serving on a board of directors of a club. “Let the coach, coach” is the mantra that actually works. Now, the devil is always in the details, so what are the details? What does the coach need “control of” in order to be effective? And what key support systems does the coach need to be effective?

**Here are some ideas. The Coach needs absolute decision making power over:**

- 1) What are we teaching in terms of technical swimming? Strokes, starts, turns, etc.
- 2) How will we train to achieve our goals?

**The Board or athletic department should be “absolute” (and definite, and specific) in deciding the following:**

- 1) What are the goals of our organization that we will measure in the performance of our coaching staff?
- 2) How will we measure them? What metrics? If you can't measure it, it's a very dangerous thing, because the evaluation then is done with complete subjectivity.
- 3) What are the philosophies under which we wish to function? How will our staff relate to athletes, families, etc. What expectations do we have.

**Then there is a long list of “grey area” topics that require discussion and review by both governing group and coaching staff. These would include:**

- 1) What are our values?
- 2) What do we expect in terms of attending swim meets?(family finances among many issues that make this more than a coaching decision.....but the coach is responsible for offering “this is what I think is best for your child”.)
- 3) Team educational efforts in terms of diet and rest. Huge impact on coaching, but both are societal issues in which the child is part of a larger family. Family structure will eventually rule. But the coach has an obligation to discuss how this will impact performance and goals.
- 4) Lifestyle choices will eventually be family and athlete decided. But the coach will have an impact, and in some cases the wishes of coach and family may conflict.

The effective organization has to work out which of all those important items are the total prerogative on coach, which “belong” to the organization and which require deep discussion and may only be influenced by the coach in the educational realm and may or may not be “real” the way the coach wants them to be.

Related issues will be what support in terms of budget and related issues the coach needs and how those issues are addressed by the organization so the coach is “allowed to coach” effectively.

The second part of our discussion revolves around “rewarded for coaching”. The McKinsey study is interesting as we consider this. The best school systems had good starting compensation. Read that again. Not the absolute highest, not “the best” but Good starting compensation. The issue being “none of us do this for money”.

At the same time, the coach/teacher who is worried about taking care of their family, is likely to not be able to concentrate fully on their coaching. McKinsey found that raising the teachers considerably above the market average for graduates, did not lead to further substantial increases in the quality or quantity of teaching.

In other words, paying top dollar does not reliably get you the top coaching. Top Coaching performance, according to McKinsey, cannot be decided or based solely on compensation. Interestingly, looking at this globally, the “most satisfied and happy teachers” were in those parts of the world where teachers are honored as giving more to society than any other profession. In a few words, meaning to life.

It turns out that respect of society and appreciation for their efforts were more important to teachers/coaches, than monetary compensation. (but it could NOT overcome a lack of basic economic freedom because of LOW pay.)

How does a coach feel appreciated? Wow. A simple “thank you Coach” from athletes daily, has, throughout history, been a huge motivator for that coach. Amazing, huh? The organization that wants top quality instruction needs to manage the local recognition and appreciation of the coaching staff. In other words...does the coach feel wanted, needed and appreciated? Is the compensation provided reflective of that appreciation? If the organization wants “fulfilled children with outstanding values”, do they measure that? And How? And do they reward the coaching staff for it.

One final piece of the puzzle. Throughout the McKinsey study, it is clear that one other factor is at work in those school systems where teaching is at a high level.

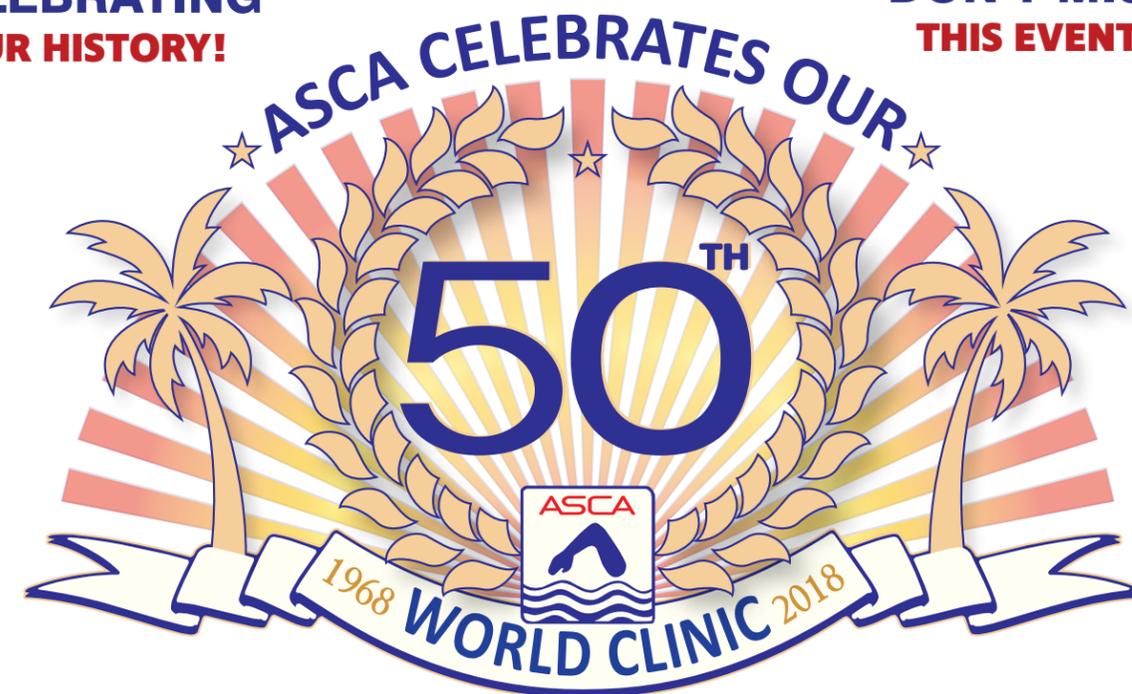
Those schools had teachers who felt they were surrounded by what some called “brilliant, involved, passionate colleagues” who inspired them to do their best. In other words, being around those who loved their jobs and brought every bit of themselves to work every day, were inspired to be the best versions of themselves.

And that, after all, is what all of us want in the future of coaching and sports.

All the Best, John Leonard

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# MORE STATES ARE PUSHING FOR 'FREE-RANGE PARENTING' LAWS. HERE'S WHAT THAT MEANS.



After Utah passed the country's first law legalizing so-called free-range parenting, groups in states from New York to Texas are pushing for similar steps to bolster the idea that supporters say is an antidote for anxiety-plagued parents and overscheduled kids.

Free-range parenting is the concept that giving kids the freedom to do things alone — like explore a playground or ride a bike to school — makes them healthier, happier and more resilient.

It surfaced nearly a decade ago, when Lenore Skenazy touched off a firestorm with a column about letting her then-9-year-old son ride the New York City subway alone. Since then, she's become a vocal advocate for free-range parenting.

Critics say letting kids strike out on their own can expose them to serious dangers, from criminals to cars. Parents have been investigated by child-welfare authorities in several high-profile cases, including a Maryland couple who allowed their 10- and 6-year-old children to walk home alone from a park in 2015.

But lawmakers and policy groups in several states say the protective pendulum has swung too far, and it's time to send a message that parents who raise their children in a healthy environment can grant them more freedom.

Utah's new law specifies that it isn't neglectful to let well-cared-for children travel to school, explore a playground or stay in the car alone if they're mature enough to handle it.

Free-range parenting differs from the concept of latchkey kids, or those who take care of themselves after school, in that it generally emphasizes getting kids outside in the neighborhood as a way to develop independence, Boston-based clinical psychologist Bobbi Wegner said.

Fears about letting kids make their own way date at least in part to cases like Etan Patz, who was among the first missing children pictured on milk cartons after disappearing while he walked to his New York City bus stop alone in 1979.

Meanwhile, as education has become more essential in the workforce,

parents are increasingly eager to give their kids a leg up with lessons in everything from coding to cello.

"We sign our kids up for all these activities — tutoring, different things — to create this perfect resume from a very young age, but it's really at a detriment to the kid's mental health," Wegner said.

While giving kids independence with parent oversight helps, it's hard for adults to escape pressure to hover, she said.

Coming up...  
Baby in China Was Born 4 Years After His Parents Died  
How a 27-Year-Old Math Whiz (and His Uber Driver) Found a Big Flaw in the IRS Tax Code

"Parents need permission to do this," Wegner said. A self-avowed free-range parent, she said a police officer once knocked on her door and threatened to call child services after seeing her then-3-and-a-half-year-old son standing at the end of the driveway talking to neighborhood kids. She'd like to see Massachusetts follow Utah's lead.

In New York, Democratic state Assemblyman Phil Steck said he's gearing up to introduce a similar proposal.

"When I was a child, you let your dogs and your children out after breakfast and ... they had to be home for dinner," he said. "I felt I gained a lot more from just playing on the street than my children did from being in organized sports activities."

It's an idea that cuts across the ideological spectrum. Brandon Logan with the conservative Texas Public Policy Foundation is working with lawmakers for a bill next year.

"We expect adults to be independent, and we expect parents to raise their children to be independent, and you can't do that whenever children are being micromanaged," Logan said.

A conservative group is also pushing for a bill in Idaho, and an Arkansas lawmaker whose effort failed plans to bring it back again.

They're all taking a close look at Utah's law, which sailed through the Legislature and was signed by the governor of the majority-Mormon state known for big families and wide-open spaces. It doesn't specify how old kids should be to do things alone, which lawmakers say will allow authorities to weigh each case separately.

Discretion like that is important, said Stephen Hinshaw, a University of California, Berkeley psychology professor. Not every child is ready to ride their bike alongside busy roads, and participating in things like music lessons can teach them important skills.

"Parents have to be smart about what is helping foster self-reliance and what is putting kids in a dangerous spot," he said.

Amy Coulter, a stay-at-home Utah mom of four girls and a boy, said she doesn't call herself a free-range parent. But she does avoid intervening with teachers on her older kids' grades and encourages her kids use their own money to buy things at the grocery store.

"I want them to know that they're capable," she said of her children, who range in age from 5 to 14.

In her Lehi neighborhood, kids often roam the block "snack-hopping" at different homes.

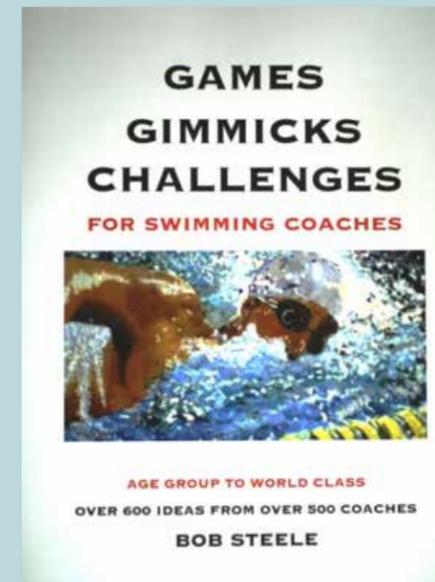
Recent Utah transplant Krista Whipple said she's liked the concept of free-range parenting for years, but it was tough to practice it in her old Los Angeles neighborhood when most kids stayed behind fences.

"I didn't want to raise my kids all cooped up, but it always made me think twice," said Whipple, a program manager at a St. George youth homeless shelter who has two boys and a girl who are 6, 4 and 3.

"Kids are not in constant danger, and it's OK to let them outside, and it's OK ... to let them get lost," she said. "They'll find their way home."

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# 16 ISSUES PARENTS MUST BALANCE TO LEAD KIDS WELL

By Tim Elmore

I'm sure you know someone who started their career with minimal resources and over the years, accumulated wealth. Author Malcolm Gladwell writes about an immigrant who now lives in Southern California. He came to the United States with almost nothing in his pocket and worked hard enough to become one of the most powerful men in Hollywood.

When he spoke to Gladwell, however, he confessed how difficult it is to raise good children once they become aware of their family's money. He explained it this way: "My own instinct is that it's much harder than anybody believes to bring up kids in a wealthy environment. People are ruined by challenged economic lives. But they are ruined by wealth, as well, because they lose their ambition and they lose their pride and they lose their sense of self-worth."

He paused and then concluded. "It's difficult at both ends of the spectrum. There's some place in the middle which probably works best for all."

Bingo.

This is the big idea I'd like to discuss as it relates to building good kids. What is too much and what is too little? What's the balance in almost every category that, when we strike it, produces secure, well adjusted kids who are ready to graduate and become leaders in society?

## The Answer Is in the Middle



For instance, money makes parenting easier until a certain point. The fact is, families who are poor have difficulty providing enough resources for their kids. The ones who are rich have

difficulty providing enough boundaries for their children. For example, the parent who has little can easily refuse to purchase the latest iPhone for their child, saying, "We can't afford it." An affluent parent cannot say that without lying. So, to offer boundaries, they must move from saying, "I can't buy that" to "I won't buy that." It's a different response inviting an emotional debate from a teen.

For what it's worth, the scholars who research happiness suggest that more money stops making people happier at a family income of about \$75,000 a year. After that, economists say "diminishing marginal returns" set in. The kids continue to think that more money, more possessions, more gadgets and more clothes will make them happier, but they don't. In fact, they can have an adverse affect. The more resources a young person has, the less resourceful they tend to become.

### The Inverted U



Psychologists Barry Schwartz and Adam Grant argue that nearly everything of consequence follows the "Inverted U." The diagram below illustrates that experiences have desirable limits on both extremes. Too much of a good thing can be as dangerous or counterproductive as too little. Just the right amount results in parents raising children who are "well-adjusted" as young adults.

So, what areas do we need to strike a balance where we don't do too much or too little for our kids?

### The Parental Engagement Scale

The list below represents 16 issues I believe we must balance in our parental approach. If it's helpful, I encourage you to click the link, watch the video and take the Parental Engagement Scale.

Finding Balance Between Disengaged and Over-Functioning:



1. Activities: Parent is present but allows children to navigate their involvement.
2. Emotional Support: Parent is both supportive and demanding.
3. Technology: The home environment makes technology a servant, not a master.
4. Time: Parent shows love without making the child the focal point.
5. Belongings: Parent provides resources but cultivates resourcefulness in child through budgeting.
6. Nutrition: Child eats a balanced diet in moderation.
7. Training: Parent equips the child to do things independently.
8. Work: Child learns to work a job or develop a work ethic and earn an income.
9. Relationship Example: Parent demonstrates healthy relationships with family.
10. Social Media: Child learns to use social media but is not enslaved to it.
11. Table Time: Child enjoys regular time with family around a table.
12. Problem Solving: Parent equips the child to problem-solve.
13. Social Interaction: Child has balanced time on screens and in person.
14. Ownership/Responsibility: Parents encourage child to prioritize and own their responsibilities.
15. Future Plans: Parent works with the child to create a future plan that fits him/her.
16. Preparation for Adulthood: Parent prepares the child for the path—not the path for the child.

If these issues seem relevant, watch the brief video and take the Parental Engagement Scale, to self-assess whether you're doing too little or too much for your children. As they become

adults, it will become clear where they were under-resourced and where they were over-resourced. But beware. Both outcomes can stir emotions, positive and negative. I met Liz Murray in 2009. She was the "Homeless to Harvard" student, who literally went from the streets of New York (as a homeless teenager) to become a Harvard University graduate on a full scholarship.

She recalls being stunned as she entered her dorm laundry room for the first time. She stood gazing at a washer and dryer that were hers to use to her heart's content. She told me she stood there next to another Harvard freshman, both of them crying as they looked at the appliances. Liz, of course, cried tears of joy because she'd never had access to such luxuries. Her fellow student was crying tears of desperation because she was forced to use them for the first time. Mom had always done her laundry for her

Let's strike a balance for our kid's sake.

Rate Yourself:  
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Find out how your parenting measures up with our brand new Parental Engagement Scale. This scale is a simple tool enabling you to evaluate your parental approach. The hope is that none of us are guilty of moving to either extreme on the scale, but your reflection and subsequent marks will enable you to see where improvement is needed. This is only helpful as you respond as honest and accurate as possible. Place an "X" on each dotted line, indicating where you believe you've set the example for your children. Afterward, discuss your answers.



# Here's What You Need to Be Wealthy and Wildly Successful, According to Elon Musk's Ex-Wife

By Peter Economy

## There's much more to Elon Musk than you might think, according to his ex-wife Justine Musk.

Business titans and industry leaders can be too distant, too famous, or too busy to ever give you one-on-one advice.

If you want to understand someone and use their wisdom to craft your own path to success, the best route to take, other than asking them for guidance directly, may be to get to know the ones who have spent the most time with them.

We know Elon Musk as an engineer, inventor, and real-life Tony Stark. When he's not launching rockets or communications

satellites -- two of which he sent into space just this month -- Musk is a business magnate in his very own right. As the CEO of SpaceX, Tesla, and Neuralink, Musk has a wealth of experience in company management and founding. He even founded what later became PayPal, which was bought by eBay in October 2002 for \$1.5 billion.

On an online question-and-answer website, one user asked, "How can I be as great as Bill Gates, Steve Jobs, Elon Musk, Richard Branson?"

Much to their -- and everyone's -- surprise, none other than Justine Musk, Musk's wife from 2000 to 2008, offered up an answer.

"Extreme people combine brilliance and talent with an insane work ethic," she responded, "so if the work itself doesn't drive you, you will burn out or fall by the wayside or your extreme competitors will crush you and make you cry."

In her perspective, she wrote, "extreme success" results from "an extreme personality," but this comes at the cost of many other things.

Extremely successful business people, in her perspective,

tend to be "freaks and misfits who were forced to experience the world in an unusually challenging way." It's unlikely that they set out initially to primarily become wealthy. "Shift your focus away from what you want (a billion dollars) and get deeply, intensely curious about what the world wants and needs," Ms. Musk wrote. "It helps to have an ego, but you must be in service to something bigger if you are to inspire the people you need to help you."

Ms. Musk's answer illuminated much for many about what it takes to be a mogul. Ultimately, however, she summarized her observations and advice to something quite simple: "Be obsessed. Be obsessed. Be obsessed."



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## COMMUNICATING WITH AGE GROUPERS

Presented by Bill Aden, Montclair Swim Team

Kathleen Prindle: Hi, everyone. I do not mean to interrupt your phone time. I looked out, everyone is checking their email, and doing their thing. I am Kathleen Prindle, and today I have the pleasure to introduce my good friend. For those of you that do not know much about Coach Sid Cassidy, I will tell you a few little fun facts. Here are the basics. He is from Wilmington, Delaware. He started coaching in 1979, been coaching for a very long time at many places, and he has done many great things in the world of coaching. I always think of Sid, as a member of the Ocean City Beach Patrol when he was growing up and those were his formative years. If anyone has ever met Coach Sid, he is not a shy person. He does not have a shrinking violet personality. I am pretty sure that the OCBP is to blame for that. Then, he loved being part of the Beach Patrol so much that later on he went back and he was part of the Atlantic City Beach Patrol. I am also suspecting, not knowing, that this is where his love of open water swimming came in. Again, I do not want to take up too much of your time because I know you are here to hear Sid talk, but you should Google him and Google all the things that he has done for Open Water Swimming. It is pretty amazing. Most recently, I do not know if I have this right, so you will have to correct me, he was in Rio as a Ref, correct?

Sid Cassidy: Head Ref.

Kathleen Prindle: Head Ref for the Men's team. And then most recently he was—

Female Speaker: FINA, former Vice-Chairman to FINA Technical Committee.

Kathleen Prindle: Thank you. He has so many accomplishments. I really cannot keep them straight. He is Vice Chair to the FINA Technical Committee for Open Water Swimming, so if you ever got a chance to hear him speak about Open Water Swimming, it is a really great learning experience. He has been my neighbor in Boca Raton, Florida for the last 12 years. I remember we coached together in a lot of different arenas; club team, high school swimming, and middle school swimming and other things. I remember, we were at a District planning meeting for high school swimming and in walks the brand new St. Andrews School coach. I am a helper person, so I was like, "Oh, I'll help. If you need to know anything about coaching in South Florida, if you have any questions—" and he was really kind and nice and just smiled and thanked me, and then I went on to find out later that he has been coaching longer than I have been alive. So, it was not necessary. So anyway, without further ado, Coach Sid Cassidy.

Sid Cassidy: Well, thank you, Kathleen. I am blessed. I am very blessed. I am very blessed to be here today. I am blessed to live in Boca Raton with Kathleen. When I was hearing about this convention and my mentor Bob

Mattson – at the induction last night, the guy who taught me everything. Bob Mattson was one of our honoraries and I had the distinct pleasure to introduce him. But then, when John added on top of that, "Hey, would you be a speaker?" I said, "Oh, geez, you know. Well, what am I going to talk on?" I thought that the people who teach here are, like, really smart. What if you were to talk? I saw Brandon Holloway and Dave Durden and what could you possibly learn from me? Then, I thought back and to my mentor's days when he was really on top of the coaching world, had the fastest girl on the road who was not taking drugs, and ranked number two in 1975. I thought, "You know, what? I do remember back in the day... Bob Mattson delivered a lesson and his title was "Conflicts in Coaching.""

Now, we have such a great resource through everybody who works with American Swimming Coaches, but especially by Guy Edson. This guy can find anything for us and we are really, really lucky. If you have never really taken the time to talk to him or thank him, please do. But that is the guy, I used to have a cassette tape of this because I know I bought it for, like, \$2 back in 1985 when I was coaching. Actually, what Mattson talked about because he is my mentor and I was just swimming for him in '75, so I was not invited to this convention yet. I said, "This has got to be a pretty interesting talk." Then I said, "But, John, is it okay if I talk about, kind of, a throwback?" He said, "Yeah, go ahead. How is it related to high school?" Well, I am coaching currently for 12 years, Kathleen said it, at a place in Boca Raton, Florida; St. Andrew's School. It is a great place and I have both the club team and the high school team.

I have coached club in New Jersey and high school in New Jersey. I am familiar by coaching in Tampa, even coached one year at James Madison in Virginia. But, most of my adult life, I have been at either Tampa, Tallahassee, or Florida with the one exception, which Kathleen knows, that I went back to Atlantic City. I got to work on the beach. We choked on a lot of open water. I thought of Bob and his talk and I said, "Boy, wouldn't it be nice to do a little throwback and see what is different?" This was pool that Bob built from scratch. I mean, literally from scratch. It was a parking lot. He had somebody donate, he went out, and sold memberships in the '60s. It incorporated in '65 and this opened in '67, and it is phenomenal because Bob is a very successful chemist. He is making a lot of money. He quit that job after eight years, and that was right when missed the Olympic team just barely in '56. Then, by '63, the Bancroft company in Delaware was—"Hey, Bob, you know, we're moving you up the line?" And he said, "Really? I know I am a good chemist, but I love doing this."

He bought this place and he started talking about some conflicts in this speech he gave. He addressed these topics: facility conflicts, stroke technique conflicts, training method conflicts, weak preparation conflicts, coaching row conflicts, and conflicts promoting the sport. So today, what do

we have? That is my pool; I am pretty blessed. We have all those conflicts and you think about your own and everybody is different. No matter where you are coaching club, these are similar things I am dealing with and I am guessing many of you, too. The contemporary communication conflicts and issues, the healthy lifestyle conflicts, academic conflicts, conflicts with other sports activities and club swimming, and this is an important one, conflicts with parents and keeping your family first.

We are going to touch on some of the things Bob talked about first. He had seven, I think I put 5 up. We could play and come up with 55 more in the next 30 seconds. Facility conflicts, as Kathleen said, I really do not have. I am really lucky – the guy who was the aquatic director and I have approved. It is 20 lanes short course, 10 lanes long course. We do have some concerns there in Florida, that is because everybody swims outdoors and we have lightening and weather concerns, so there is a reservation for that. Ours is we train primarily in the morning during this time of year because we have a lot of lightning issues. You always have to have a plan B because we do have afternoon practice every day. So, whether it is something in the gym, in the hallways, or meeting rooms, we go where we can. But, the idea that you have a plan for your backup is really important. I know that many of you probably deal with different lane space issues.

I can tell you during my years as a college coach, I coached for years as an assistant at Florida State, I coached for five years as head coach at University of Miami. I went up to visit the Jersey Wahoo's pool in mid-March in New Jersey. John Kay was running the practice in the six-lane pool, but this is creative thinking. They had actually re-drilled holes and made seven lanes. The courses on the lines on the bottom do not match, but they got an extra lane for training. In each lane, John had anywhere from six to eight swimmers. The first line closest to wall, there were five swimmers on the fastest interval, which was 1:05 and they were going through a set of freestyle. Well, I am going to say maybe four or five – it was taking the better part of an hour. The fastest kids were there. Six of them – five of them on 1:05 and Sean Kelly in on a minute with five other kids. That was the least crowded lane.

They had anywhere from six to eight or nine in the other six lanes because there were seven and they flipping without proper wall. I am like, "Holy cow, how do you get all this done?" It was a culture that he brought up, but they thought about that and they got one extra lane just by, saying, "No, we do not have to stick with six," and that is what I am talking about that I learned from my mentor. Most of the people in swimming that I have been involved with I know that American swim coaches are nothing, if not creative. We listened to some of the speakers this week already say, 'Find a way.' Find the way and no matter what your problems are, you want to stay positive. If you are stressed because lightening comes and your kids see you are all stressed out and upset because you are not getting a practice, they are going to be reflective of that stress. Whereas, if you go, "Okay, hey, lightening. Everybody, grab your towels. We will meet you in the hallway." My assistant coaches call the little kids and they are doing this crazy game for team bonding.

If you are creative and you are thoughtful, it is going to be a lot better if you stay positive when you are met with these challenges. So we have got a lot of ultra-stories in America and all of this creativity. I am going to ask you a question and some of you are know better than others, but what do you see here? Anybody? What is it? A lake? It is a lake. This is our 50-meter pool. This is what Bob found in 1957. It is actually a rock quarry, and all these trees, but of course you do not quite see from this angle, but this little beach here is where we congregated in the '60s, '70. Bob did the '50s. I was born here, he found this, '57, '60s, '70, '80s, and '90s. We were driving and there is about 30 minutes or so from my main pool in New Castle, Delaware and it is about 230 meters end to end. Bob would drop at this end, we were taken out there. He would bring us a series of Styrofoam floats and we would put them here and then all the down at this end there was a sliding board, you cannot quite see off here.

Then, there were two big trees. We had to go past these trees, where Bob would stand with his watch. So that became my 50 meter pool. With tradition, with pride, this is our quality hole. This is probably early '60. This is Bob. Here he is and here some other parents and this is the whole creation. Bob would come, and driving the station wagon, while we are going to have

this big, big box on top of his car. Actually, as years went by, he put three more lanes and so we ended up with five or six big lanes. But, this whole wall over here is a rock quarry. We would climb up in here. I mean, people pay for walk walls. Now, our school has a rock wall. This is the best. We have a little rope over there, we go up in the little crow's nest and if you are really crazy, you would jump off. Everybody had to do it at least once, that was enough for me. These ropes, they are just polyethylene ropes that eventually stretch, so it became a little more than 50 meters because when he first measured it, but over the years it would stretch. He pulled them back and every day that was the same Styrofoam that we used.

If we went short course, we had a 50-meter course, we called it 50 quarries because it was a little longer. At this end, we had the flipping touch of Styrofoam and that end, you can push off the wall. Some of the rocks stuck out a little bit better. It was creative genius. We had so many American swim coaches, just in my lifetime, that had done things like this. So, if you are stuck, walk against the wall. I like to think of Bob as the father of Open Water Swimming. When we would go to the long way, when we go back here, when we would swim the lengthwise, I found myself really lining up that aqua blue sliding board with one really tall tree and just staying on line. If I lifted my head up and they were angled this way or that way, I learned how to swim straight. That is why I got to be pretty successful in open water.

One day, I was beating Steve Gregg, who was Olympic silver medalist. He was my roommate. He got so ticked off because he is a little older than me and I could beat him on these one length sprints, and he was like, "How are you doing that?" I kept watching him go around to the left, to the right. But, if you have the opportunity to do open water anywhere near yourself, whether it is summertime only or if you live in South Florida, like us, you could do it all year round; I strongly encourage you to do that.

I think it is one of the most creative ways to really get your kids to experience different and new types of challenges in a lot of different things. If you have questions about open water at the end, I can get you to some of that. Bob also talked about stroke technique conflicts. I said, "We always want our swimmers to fly." Right? We all do.

This guy has got a pretty good toe point. I do not know about the streamline, but that was actually one of our assistant coaches back in the day. But, shouldn't they do an underwater breaststroke out? 'Pullouts are gone!' Well, a lot of people are not doing that these days. At least, we are experimenting with it and people think it is something new. 1974 Nationals, Jennie Franks won the 400 Individual Medley, set an American record and did not do pullouts.

One of the guys here last night for Bob Schieffer got second to Tim McKee 1975 Nationals, no underwater pullouts in breaststroke. Bob was just like, "Well, they look faster." We would time and we looked at him and they could not get up and get into their momentum. Stroke techniques – here is what Bob said last night, "What I really believe, my philosophy is different strokes for different folks. If I have got a six foot four inch, real skinny, long armed guy doing breaststroke, he might be different than my five foot two inch little fireplug girl, who has got a whole different style." I think breaststroke, even more than any other stroke, you are going to see plenty of variations.

But, my advice on the stroke technique for any of you, especially young coaches, there are so many opportunities out there right now between all of the things you can purchase online, all the things you can get free online, your underwater cameras and whatnot. We used to use underwater windows. Can we go that pool with the underwater window? So few growing up. But, it is very important that you connect your time and your consistent effort, and we heard that all week; and that you teach stroke mechanics.

We had a program with Bob every Monday, Wednesday, and Friday. One-third of our team would do just stroke mechanics with Bob. We might have 40 kids on the Senior team and he would have 12 of them over here and then, the other 28. But, for an hour which became almost an hour and a half, we would do just drills and were experimenting with things. In our program today, in your program today, if you fail to make time to do a proper stroke technique and persistently correct them, get on them, stay on them. It is not just, "Well, I told him. He is tired of it."

The kid that really wants to get better, you keep telling him, you keep telling him. Sooner or later you got to believe that light is going to go on. But, if you just get frustrated and sit down and do not put the effort in to teach stroke mechanics, then your kids will not be the ones that Eddie Reese was talking about wanting to recruit. So he walks into practices saying, "All these guys are all streamlined and they are kicking. They know what they are doing." But, it is really important to do that and it is very important you do it with your youngest age group.

We have a lot of novice kids, who come out for the high school team and just swim high school season only. We get 10 or 12. We got six kids that just started this week that have never been on any swimming team before. It brings us up to about 45 kids, but like I told you, I am blessed. I know some of you may not have that.

I would tell you, those kids are just as important because what we believe a lot in is building a team and building a culture. Those kids, and because they can make the most improvements, we have a coach everyday just taking the time to do their techniques. So whether you believe in the underwater pullout or not, or six feet kicking versus the type of distance kicking that the Italian guy did, it really is important that you instill your beliefs consistently. I just think that is really important.

Much in the same way, we are faced today with a lot of conflicts in training methods. Michael Andrew and his camp certainly have great successes. They have had, in and out through the years, the 50s this past meet was just incredible up in Indy and a lot of people take issue with the way they cannot train well. 'They will never do the 200.' Well, the school is out on that and he is still pretty young.

Then, I believe a lot of what they do is good. One of our strongest coaches currently said, "I know apples are healthy for me, but that does not mean all I ever eat is apples." Bob Bowman, when he was talking about just race pace training. I think everybody should do race pace. I believe in it. We do it. There are a lot of cool ways to do it, short ways to do it. Braden Holloway inspired me listening to his talk on what he does with the Wolfpack team. I will believe that if you have a belief and you want to build that culture for your team, go for it. It does not matter what it is as long as you believe in it, and then your kids will believe in it.

But, if your kids see you wavering and you go on, "Well, I do not know, I do not know if we are going to do it or not." I do not know if we spin it enough. We have a plan, but believe in your plan. Know that what you are doing is something that will work. That is one of the beauties that the American coaches see. We have never been told from Colorado Springs saying, 'This is how you must swim freestyle.'

Thankfully, and that is one of the greatest benefits of our whole American coaching scene. So, yes, certainly, you have to do the race pace. Certainly you have to do the types of things that are going to allow you to be successful in the way that you coach. So you want to be comfortable, you want to believe in it.

We mix it up quite a bit, and not just with energy groups. What we do is we are prepared to change it up, and in afternoons- whether it is the lightning or something interrupts us- it might just be that the set that I planned is not really working. I am not afraid to scrap it up and say, "You know what, we are going to try this on a different day."

So believe in your way that you balance your training methods, I encourage you to have good variety. Make sure that you build the base especially with your young ones, and yet, you do want to take advantage of everything that is out there. This clinic is a great example. Mattson talked about conflicts in meet preparation. This is a great one. That is one of our little guys. He came at 13 and now he is getting ready to graduate, 1:03 in the 100 breast this summer, long course.

So, Bob says, this is something I strongly would share with any young coach, 'develop self-reliance, independence and responsibility in the swimmer.' Even if it is a really crowded pool and we all going to try and get a warm-up lane together, in Florida, it is a little different than we had in Middle

Atlantic. We do not get a long time. I do not know what you guys get when you go to a high school meet. Maybe every team has a lane.

I tend to believe that warm-ups and meet preparation physically, you need to communicate with your athlete. Physiologically, there are plenty of schools of thought as to how much is really needed and how valuable it is, and how close before you swim. You can look up and read all those types of things. I like the athletes to feel comfortable. I like them to develop their own plan, where they get themselves physically ready.

By the time Isaak turned 15, I had him for two years. Now, he is 17. So, this is my fourth year with him. The first year I said, "This is what I want you to do for warm-up every day and here is what I want you to be and here is what I want you to finish." We developed that and then we came back with some things. Now, I did not get to go to Indianapolis with him because it was our first week and I was texting back and forth with him quite a bit. His ability to step up as a mature swimmer and know what he needs: here is a warm-up and how to get psyched up versus psyched down.

Meet prep is really big. I think a lot of us as coaches have always wanted to psych up our athletes. When you guys sent me the transcript of Bob's talk in '75, it brought back to me the remembrance of Bob giving this speech and me listening to it on the audio. I am going to read you just a few lines from that when Bob was talking about conflicts and preparing for meet.

It was, "What's tapering?" He was talking about tapering, psyching up versus psyching out. Because this had just happened and because I saw it happen, I happen to be a teammate. Bob said, this is all quotes, "Incidentally, there is a story about Jennie Franks when she first won the National Championship in Dallas, Texas." Jennie was not favorite at all. She had gotten 16th place a year before in the 200 backstroke and she really was just happy to make finals, which was great.

So, Bob was telling me that story in front of ASCA and he goes, "Some of you saw me dancing on the tables later that night and you ask me, "How did you do it? How did she win?" Well, this is how I did it. I planned on Jennie winning the 200 IM on Saturday and I was not expecting her to win the 400 on Thursday. Then, I had a change of mind and decided to see if she could go and win the 400. I knew I had to be very smart and clever as a coach. So I went up to Jennie. I put my arm around her shoulder and I said, "Jennie." And she said, "What?" So I thought to myself, I have got to say just the right thing so she gets in there and she really does it. So I said, "Jennie." She said, "I am okay." So, I walked away and she won the National Championship."

I think probably the best thing in that story is knowing when not to say something can also make you a famous coach. I will tell you, you are going to have conflicts with kids about their meet prep. You get to choose whatever kind of coach you want to be. My choice is to develop that independence in them. There, Jennie showed, "I am ready." You have done everything. 'You do not need to talk to me again.' Okay. And then, the wisdom to say, 'No. Okay, I won't say anything else.'

I have seen coaches through the years who develop such an alliance with their swimmer that the swimmer goes away to college and then says, "Well, what do I do? This is different. How do I do that?" Or they go on a National Team or they even go on a Zone team. Maybe they are representing the LSC at the Zone Age Group Championships and like, "Huh? No, I need my coach. I need my warm-up, I need my –"

I strongly believe that the smartest coaches are the ones that develop the athletes to coach themselves. I really believe that. I think it is important especially with the young ones, when they buy into your culture, they are on their first year with you and you do not need to ride them as much. They know what you want and they do it your way. So, that is a big one for me.

Bob talked about conflicts in the role of a coach. This is just this summer, this is one of my swimmers, also a Senior at St. Andrews, Lauren Hew. She was representing Cayman Islands at the FINA World Championships. I am thinking of Johnny's talk the other night and I flashed back to last week.

Dick Jochums spoke when he received a great award of recognition into the International Swimming Hall of Fame last week. Much like Bob last night at the American Swimming Coaches Association, there are group of people, four tables, 40 people, that all swam for him and Dick probably had 15 or 20 great swimmers or Olympic champions, people like Bruce Furniss and Steve Greggs.

Dick made it a point. His whole talk, if you were not there, the message Dick Jochums gave, 'So, I am going to tell you what makes a good swim coach,' and everybody was like, 'Okay. Yeah. Good.' I am just like, 'Okay, yeah, good. What are all the things that we need to do?' So, Dick goes, 'Just put the light on those guys back there because all we need are good swimmers. Good swimmers make good coaches.' And it is true. What Johnny said the other night was, 'I want to accept this award,' he said last night, 'on behalf of all you great coaches who just have not been lucky to have that. It does not mean you are any less of a coach.'

Good coaches get lucky with good swimmers and they may say, 'Oh, you must be a great coach'. I know when Jochums, who was giving that message, and I felt much the same way having somebody like Lauren, having somebody like Isaak; just good swimmers. It is good swimmers that make people think I am a good coach. All I do is, is open the door. I do want them to have an experience and whether it is your first year, your experience is important to them. No matter where you come from bring your passion, show your heart, you go with your swimmers. You want them to reflect you. You want to be represented well because that way, it is easy to coach them. The conflicts become much less because they buy into your culture. They buy into what you believe you are selling and then, boom, you got a team.

Bob's last one that he talked about was conflicts and promoting the sport. Now, a lot has changed since 1975. I have got to tip my hat in remembrance and in thanks to Chuck Wielgus because he is a guy who brought our Olympic Trials into this unbelievable form that it has been the last few times. Those of us who have been blessed and likely enough to get to Omaha, even to watch this event, it is incredible.

But, as a coach of a program, whether it is a high school team, whether it is a club team, whether it is both, it is really important that you promote the sport. Of course, we have NBC and reality games and everybody doing it here, but on your own level, you have lots of opportunities through these social mediums. I am not going to sit up here and act like I am an expert on all of them. I do Facebook fairly well because I think, 'Okay, I can do one.' It is kind of the old people's social medium.

I do have my younger assistant coaches making sure they are pushing information out on Instagram and on Twitter. I went to a great presentation in Colorado Springs for SwimBiz and it was probably the most eye-opening and enlightening and I am going back next year and taking as much of my staff as I can. Strongly recommend, go to Colorado Springs for the SwimBiz. It is the most exciting. The presentations are like 35, 40 minutes and everyone of them is great. Maybe for me, trying to learn all this new stuff, I found it really special. LinkedIn, there is a LinkedIn for business. I did not realize you can do that and I do not know you can promote your business.

So, it is not just the sport that you want to promote, 'Hey, I want to promote St. Andrews. We have a great program at St. Andrews Aquatics. I have got great teachers. We are tied in with the swim school down the street,' which my wife happens to own. It is an indoor pool. We brought that, specifically, to interact and to support and it has been great. I know many of you are involved with the Learn-to-Swim programs, but that is in a big way helping us to promote.

The Snapchat one, I am still not quite sure. Our new, younger coaches probably know that one better. We did have a little bit of an issue where it is important and it leads me into some of my concerns. This is a typical afternoon on our campus. Everybody is working out their phone. There is a lot of communication conflict and challenges that we deal with in the contemporary world that are athlete to athlete communication.

We, personally, have just recently dealt with something and USA swimming was great. Luckily, it was not a major deal. But, kids having these Snapchat

accounts in middle school and sending comments to each other that could be considered 'off color' at the very least and worse, where they are just trying to be funny. Luckily, because we have some parents, one parent in particular who is pretty good at monitoring their kid's phone, he thought he had deleted something he did not delete and she confronted him on it. He was honest. So, we got all the kids together who are on the same Snapchat group, I called USA Swimming and I would encourage you anytime you have a question about anything, whether it is cyberbullying or anything worse because God knows, that whole Safe Sport department is fantastic.

They responded right away. They talked to the mom in question. They said, 'You think she would talk to us?' I said, 'I am sure she would.' She called them and here is what I found. They came up with a plan with us to, kind of, nip this problem in the bud and now we have enforced more regular Safe Sport meetings, because kids today grow up with exposure to everything.

The parents who think, 'Well, my kid is not doing it,' sometimes, they are the worst moms. I really believe that it is important that you set the tone for your team and there is no tolerance of anything negative, whether it is in the locker room or especially- so easy- the nonverbal cues. You can see it in practice, but it is a general awareness. It is so different than even 10 or 15 years ago, because with these kids, that is how they communicate.

We have tried to turn it around and encourage them. We brought these little groups to encourage to actually find, 'Hey, the word of the day, might be 'inspire,' the kids are going to go, 'Yeah, we should not do this.' Then, they pass it around. They are still going to be kids, so you got to monitor them. The high school kids, they are the ones that are probably over it- I think once they get to 10th or 11th grade, they are usually over that cyberbullying that middle school kids do, at least in my experience. I have had a lot of tough times with that. So, we try to work together with the school on all of those things.

So, one of the things that I put up there was 'health and fitness conflicts.' This is just common sense stuff here, but when you are dealing with high school age athletes, sleep is so critical. More and more studies are coming out now and the high school kids, especially, if they sleep with their phone or keep the phone nearby. We have asked all our swimmers leave their phone in another room. Do not take it to bed with you. I think maybe a third of them follow that advice. I keep telling them and tell their parents that in the same meeting. There are some parents who do it.

But, your high school athletes must get adequate sleep. It is just critical. Nutrition is the same way. I am not going to stand up and tell you all the things about nutrition. You can find all the information. But, continually working with them. When we go on team trips, we are pretty good about all that. The last night, we always have Cold Stone, the ice cream place. Once the meet is all over, okay, then I am like, 'Okay, everybody can enjoy.' We all like ice cream, right?

Then, 'injury and then illness.' If your school has an athletic trainer that works with you; if not, if you are at club and you need to get assistance, it is really important you have professional access when there is injury or illness. The reason that we are lucky is we have two fulltime trainers at our school, which only has 600 in the upper school. We are lucky because we are very much aware and any injury or illness, you want to be aware of and that is part of your culture. The biggest one to me these days, over the last few years, is the mental health because the sad state of many young people feeling so desperate that they have either got to take their life or try to take their life has been something we have been hit with in Florida. I know many of you have been hit with the same around the nation.

Swimming as a sport, as an outlet, should be just that- an outlet. It should not be pressure mounting for them. That is the coach who you can build. This is where you come in to feel your solace, your fortress of solitude, your choice to get in the pool, and just be. If you give them that positive attitude, they are going to dive in reflecting it. The five minutes right before you start practice are your most important five minutes of the practice.

If you are in a bad mood because somebody took your parking place or you did not get something down or that bill came overdue and you come out



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tense and tight in those five minutes, you do not feel like talking to them; do not expect much out of their practice. That conflict that you have in your personal life should not be brought down to the deck for them. They want to see the coach who is interested in them. We will look on those as they come out. I try and I am not always successful.

We have about 40 kids in the Senior program right now. But, as they come out on deck, I try to greet each one of them. If I do not say their name when they are coming out, I try and talk to them during the warm-up, during the first set, "Hey, how was that exam— did you sleep well? Oh, what did you do? Hey, you watch Game of Thrones last night?" I am not a big Game of Thrones guy. My assistants watch it. My kids watch it. I do not know what is going on there.

So, mental health and mental state of mind. I really encourage you to build something that is positive. Our school is a very high level academic school. I am sure many of you, especially dealing with high school athletes, the study time becomes a real issue. If you have morning practice and your kids are staying up till 11:30, 12:00, 12:30, or 1:00 and trying to get in the morning practice, it is a killer.

And actually, you are working against them. That is the communication issue. You have to balance that with them. Many kids in our school have this pursuit for perfection. The guidance counselors, I am always doing sparring with them over whether or not the kids should take the AP class, or 'I need to be in the IB' or, 'I need to have-' and you know what? I do not want to say, "Oh, just take an Honors class," because if you are capable, sure. But, a lot of kids get this, "I have to be perfect," and it rolls into one of these emotional roller coasters for them. They get an A plus. They are all excited and then, "Oh, my God, I got two B's." It is just a tough way to live.

The whole college acceptance thing. Our high school States are November 4th this year, in Florida and get it done early, yay! Well, there are two edges to that sword. Now, my seniors are trying to get all their high school visits in. The pressure to either commit by now, if you are a really good athlete, or for really signing in November, then for their colleges, they have to get accepted and it becomes a real challenge.

If someone can put it off until the spring, I think they are a little more mature. They get a little more of a chance to see a little bit more about the schools as it is now. When we go through this whole college advising thing on our campus, what I do is, as soon as they start their junior year, I tell them, "By Christmas, I want you to fill out 20 different questionnaires on somebody's site."

Some of mine are starting in their sophomore year, you can start in the summer before you start your junior year. Heck, some of these kids are committed in their Junior year. I do not encourage that, but I also want them to start to look at least 20 schools. We got a college guy come in and talk to our parents, he said, they should look at 100 different schools when they are sophomores and juniors. A hundred? Wow.

I think this one, there is no specifically, "Okay, I kind of want a bigger school," or "I kind of want a school that is in a warm atmosphere, so I am going to look at anything from North Carolina down," you know? But the whole college game, it really pushes the envelope with a lot of these kids' stresses. Then what we do is once they have those 20, I will meet with them and their parents and the guidance counselor within our school and we will say, "Okay, out of these 20, here is what I would tell you. Let's kind of prioritize them as best we can."

One of the things that I do when they get down to the last five or six schools is try to pick which two or three they want to visit because I think three college visits is plenty. But, I will have them list all the things that are important to them across the top. 'I want warm weather, I want a women's-only swim team; I do not want men and women together. I want a combined team. I want a big school, small school,' all these. Then let's rank those, what is the most important, and then we give them all the score one to 10. Maybe climate is not as important as academic major. A lot of 18 year olds do not know what their academic reputation of the school is.

So, you just get it numbered and three of the five schools are maybe 200 to 300 points, and then two or three others get 400 - 500 points. 'But, you definitely want to look at these two and trying look at least these other two.' But, no matter how you do it, communicating with them and assisting them and being part of that process, I think is our job as coaches.

This is a big one, I know a lot of us face. We have other sports. We have activities outside. We have club versus high school swimming, high school versus club swimming. What is it that is most important? I talked about the land sports because we are a small school, I said we have 600 in the upper school. That is 9th through 12th. Well, we have 47 different teams, counting all the JVs and our freshman teams, and that is a lot for the school to field. A lot of their athletes, we encourage them to do other sports.

Some of them have been very good cross-country runners, I had a diver who was an outstanding wrestler. Obviously, the land sports take a little bit more out of you, but communication is the key- not just with the athlete, but with their parent and especially with the coach that you are working with. Since we are a small school, I know all the coaches pretty well.

Extracurriculars. I have one girl who is an unbelievable musician. She is also a very, very good swimmer. I am not telling her to stop playing a violin because she has got a chance to get a college scholarship in swimming. So again, it is working with them and working with the communication. The music teacher has actually become a friend of mine because of our relationship trying to work this out for her. But, if you set those expectations realistically and he has been good about that, he wants her to continue playing. She said when she goes to college, she does not really want to major in music. She likes music as her hobby. I said, "Well, great. Then major in swimming."

Sid Cassidy: Then this is really the big one for us. The water polo players have to be swimmers. Swimmers do not have to be water polo players. But, to play water polo, you have to swim. I encourage them to do both. Here is why: I think not just because we need it because we are a small school, but it gives them a break. I still run morning practice four days a week. The serious ones, like this kid, he was actually All-American in both swimming and water polo and now he is just a swim coach; that is my son. That is Quinn. He went with Alex. Alex knows he is not that fit anymore, is he? Today is his birthday. Happy birthday, Quinn.

I really think that for the club swimming versus the high school, how many of you are, are dealing with that issue? High school versus club swimming? Every state is a little bit different. Now you are lucky if you are in a situation where you have a coach for high school and you have a coach for club. I am not going to sit in and say I know what happens in Maryland, I know what happens in Wisconsin. I know a little bit about New Jersey and Delaware because I have lived there. I know Florida. But, I know every state is different and I know that that biggest conflict is always over, "Who is going to do this? I got this. Now you got that."

There is one thing that I really try when I call these high school coaches because I do all that at once that I deal with. The one thing that I tell them that what we want to remember and what makes it work for us is 'always put the student athlete's best interest first.' So, what is the best interest of the kid? Even though it may be a give and take with that particular high school, if you have that guy, that it is just such a conflict, I would say make sure you get Michael Stott's talk because he will tell you how to resolve those things. The coaches that are just not nice, right? You have a talk on that coming up.

It is a conflict that is real that many of you have to deal with. If you can let your ego step down a minute, even though you may be the more expert coach or you may be the coach of a high school that I may not know as much as those USA swimming coaches, 'I do not make it my career, but I really love my team and I want my team to be together,' talk to the club coach, talk to the high school coach. Try to do it, not by text, not by phone call, but make an appointment.

Face-to-face communication. Put yourself out there. Make it an effort. Do not act like you have nothing to give. You can make some compromises if you want to put the student athletes' interest first. What is best for that kid? It is not making sure that he rushes from one practice over to the other

because you have both got some attendance policy that he is trying to make happen. I think it is really important that we always learn that from our greatest coaches. You have a question?

Female Speaker 1: Yeah.

Female Speaker 1: So, I am in Maryland Swimming for USA and for high school and our county and state are very, very difficult and you cannot compromise. So attendance policies are very rigid about school practices, not necessarily for club/

Sid Cassidy: Okay. So the question or, the comment I guess, was that Maryland is super strict and are you coaching both club and high school?

Female Speaker 1: Yes, but I coach Age Group. I coach Age Group and then I coach high school. So, my club for Age Group are my Seniors, who swim for me and my senior group. I do not have that as a club. I do not coach them at the club level. I coach them at high school. But, all those kids, they really want to swim for their high school. This year, they made it so the USA Swimming meet State Championships are on same day, so half of my team have to be out of Regions.

Sid Cassidy: Yeah. Ok, if you did not hear that, there is a conflict. The comment was that this year, they made the State Championship on the same weekend as high school Regions. I am sad when I hear conflicting bodies that are both trying to work with young people make decisions like that. I think you have to get to who is 'they,' and when can we become they? How do we get into a position of power? Kathleen and Jim, they serve on our committees with the FHSAA. They do not miss into everything the swimming committee says. Believe me, we get very little of what we ask for, but we keep pushing.

I know some states, I am sorry to hear Maryland is so strict, and I do know that some have rules that really make it difficult to do both. We had that in Delaware for many years, you were not allowed. When I swam in Delaware, you were not allowed to swim in an AAU and, also, swim high school. We did not have the USA Swimming then. You had to make a choice. In some respects, that made it easy. Everybody swam AAU – not everybody, but all of the A level swimmers did. Nobody even worried about the high school meet. But, I am sad because the high school meets are where you get your peer recognition.

You get so much reinforcement. I believe strongly, we have to make a big push. I do not like the high school format. I hate the fact that Florida does it in one day and then our kids that have to swim relays, prelims and finals, or as many as eight all out races shaved on their big day. One day? Here is your shave. I mean, it is hard. It is hard. Your best kids might not even get to do their best events, you know? But, I do believe in this: if we do our best to communicate and try to keep the athletes' best interest first. Remember, for us, a big thing is that we believe in the team. I put in here– 'The strength of the wolf is in the pack and strength of the pack is in the wolf.' I went to NC State.

Sid Cassidy: But, when you pull out 'team,' Bob and I differ on this because Bob always thought of himself as an individual coach. He'd run it all individually. But, it is tough in club swimming even today. Back in our day, at least we had a dual meet season with the Philadelphia swimming directors and we go up and have, during December and January, some dual meets and it was fun. I think that is the biggest thing missing in USA Swimming. I think it is one of the reasons why high school, why YMCA, why summer club is so ultra-successful and fun. It is because it is a team, because we are all part of the team. That is important.

Just a couple more items we need to touch on that could be a problem. Certainly we all have faced this one, 'parents: friend or foe?' Now, I am not sure what you see here and this is a coach having an adult beverage. There is a parent and he is here. I have no idea what she is saying to him. But, it is actually my mom and Coach Bob over there. This was at a social situation for adults. There were no kids there. But, how close is too close with the parents of your swimmers? Just like we do with all of our Safe Sport talks and all of the things with the athletes, you must also have boundaries with your parents.

It may be fine in this situation for Peggy and Bob to have a beer together. I am not sure. She is probably telling him, "Hey, you know, the kids are sneaking out back having a beer." But, I do not think so. It is really important that the parents that you talk to are aware that you are the coach. Even if you are young, and I know it was hard for me when I was young. You see parents' problems, parents' partners.

When I was kind of equal to them, I was okay with it. My problem, then, was I would become too friendly with a couple parents. I had a great parent, who was a good friend. He took all the referee classes. He was a big time supporter of the team. He would donate the T-shirts; he had a lot of money. Then, we had two or three year relationship, no problem at all. Every meet he would volunteer. All of a sudden something went south with one of his three daughters and I was like, "Whoa, whoa, whoa, you are blindsiding me. What are you asking me to do?" He wanted a favor because he thought of our friendship and I said, "Look, this is where we draw the line."

It was good in the long run, but it hurt our friendship. I found out as a middle aged coach, I was in my 30s then, that you are better off keeping them at just a little bit of a distance. It does not mean you cannot have an evening where you guys all go out. It does not mean you cannot have your adult parties and your things like that. I think it is really important that you do establish those boundaries.

Finally, the personal and professional conflicts that we all face. As a young coach, I did not listen to all the advice that the old guys were giving me. I was married to that team. And, eventually, I was 35 before I finally got really married. Now this weekend marks 25 years for me. Yeah, I am 60 and this is my 50th with the same guy you saw flying in the Superman cape and playing water polo. That is my daughter Kate, who is a water polo freshman at Arizona State. Her conflict was swimming and water polo. It was resolved at age nine. She said, "No, I do not like swimming." She texted me, "Dad, we did a set. I finished third on the team." I was like, "Yes, that is my girl."

Family priorities have to be at the forefront of your lives if you are going to be healthy coaches. I really believe that there are time management issues. You can obviously create your week the way you want to, but well-balanced families keeps it real. It does. There is nothing more important than family.

So, with thought in mind, I tell people that it is always good and my advice to conclude, 'have a plan.' Has anybody ever seen this before? Raise your hand if you have never seen it. Okay, one, two. I know you know. I am sure Martin knows. If any of you young coaches do not feel like raising your hand, this pyramid of successes is Coach John Wooden's. Coach John Wooden never called himself a coach, he called himself a teacher. I encourage you to Google his name. They took one of this 10 or 12 minute talks to a group of coaches and it is listed as a TED Talk. But, if you Google 'John Wooden' or if you go on YouTube, this pyramid of success was phenomenal.

I spent a year swimming at UCLA when I left NC State and I have gone back there. He is a teacher. I will tell you that. That is what we need to be. So, have a plan on how you are going to teach your athletes. It is your plan, create it, and believe in it. In this particular pyramid of success, you cannot go wrong with it. If you need some guidance as a young one, please go ahead and do it. Then I would encourage you to have some fun.

I told you about our team, this is them having fun; putting 'Scots' on there. My daughter is the second one. These are the kids that did not make finals, but they say, "Hey, I am not a diver. We're going to come in and cheer. We're going to be a big part of this." I said, "Okay. You guys can do it." They were leading the cheers the whole night. So, I think having fun is a big part of what we do.

Then I would challenge you to astound and inspire your athletes on a daily basis. I would like to tell you that that is me, but I did not ever see that wave. I do go body surfing for my hobby and health. That is pretty much what I have. It is nothing new or extraordinary, but I am very thankful you guys came out to listen to it and I will be happy to take any other questions if you have anything. If not, have a great day. Thanks.

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Using the edge on the outside (grey on left, yellow on right) allows swimmers to isolate and engage the triceps and trapezius muscles



## Successful 10 & Under Coaching

*Presented by Kim Seaman, Stingrays Swimming*

The next speaker this afternoon is Coach Kim Seaman. She grew up in Atlanta, Georgia and swam for Dynamo Swim Club. She went to Emory and swam and graduated. She now coaches for Stingrays Swimming in Marietta, Georgia. I had some good stuff to tell you about her from her head coach, but since we had a little delay, I will spare you on that and just let her show you why she is so great with 'Successful 10 & Under Coaching.'

Kim Seaman: Thank you. Hi, I am Kim Seaman and I am excited to be here and to get to talk with you about 10 & Unders. So, to open up, I would like to get to know you guys just a little bit. If you would, just shoot up your hand if you currently coach 10 & Unders. Awesome, like most of you. That is awesome. Well, for those of you who coach older swimmers as well or if you just do not coach 10 & Unders, the ideas and principles that we will talk about today are applicable to your older athletes as well. You will just want to tweak it and adjust it to be more age appropriate for them. The next question is who is relatively new to coaching, so maybe you have been coaching five years or less? Awesome.

Well, I commend you for coming to the World Clinic. I know it has been a huge benefit and resource for me. I have started my career and for those of you who are veteran coaches, thank you for coming. Some of what we will talk about may be a little basic at times, but I did not want to leave any stone unturned. Hopefully, it will be something new or said differently and spark some creativity for you. Just like I got to know you guys a little bit, I want us to take the first few minutes to get to know our 10 & Under audience. I put together a video that highlights some of the funny and quirky characteristics that I know I see on my pool deck every day. So sit back, relax, and let's get to know who are 10 & Unders.

[Video playing.]

Alright, so what an honor and responsibility it is to coach these young group of athletes. I know, as you guys get to know your athletes, you might find personality quirks like those that were on the video. I know that I have and getting to know them is very helpful as we start to focus on coaching them successfully. It helps us to lay a foundation for our coaching. As we

are laying the foundation for ourselves as coaches, we are able to build upon that and we also want to talk today about laying the foundation for our swimmers and then, lastly, teaching upon the foundation the fundamentals of our sport.

If you got a handout, it actually has a place that you can write this. If you did not get a handout, I am very flattered. So many people came, I did not know how many to print. If you would like one, you can email me and I will definitely send you a copy. There are two handouts. The first one, it has at the top, 'why does coaching matter to you?' We are going to go through why coaching matters to you, to 10 & Unders, and then in general. If you did not get a handout, it is totally do-able mentally. Just think to yourself for just a few seconds on why coaching matters to you and I will share mine in just a second.

You can definitely elaborate on this on your own and I encourage you to do that. For me, coaching matters because I know the role that my coaches had in my life. I wanted to be coaching or I would not have probably stuck with swimming if it were not for my Dynamo Coach, Jim Rumbaugh. I was a tennis player and a swimmer and I had a lot of hard decisions to make about which sport to choose. Then, he was very helpful in allowing me the patience that he had to work through that decision. I chose swimming and here I am today, still coaching. To be in that position of a role model and a positive figure for my athletes is just a huge honor and blessing.

So, the reason that it matters to know why it matters to you, is because it fuels your passion for your profession and that will create perseverance and grit for you as a coach. So we have those long weekend needs or you have a hard conversation with a parent or tough day with the kids and having that purpose behind what you are doing, will help you push through those moments and it adds to that foundation that we're building. And the next question about why does coaching matter is specific to 10 & Unders. So most of us here coach 10 & Unders, why do you think that coaching that specific age group matters for our sport and for our profession and our athletes? So just take a few seconds to think about that.

The reason that I have highlighted that it matters specifically for 10 & Unders is because it serves as the first impression of our sport to these kids who are trying a lot of different activities. They are taking in all this information about activities they are doing and they are making decisions based on those impressions that they get. If they have a negative first impression of an activity or – for in our sense, swimming- then they may decide that, "Hey, I have tried swimming, that is not for me. I am going to go with those other sports." If they are not with us anymore, then we certainly cannot coach them or coach them successfully because they are not there anymore.

But if, on the other hand, they have a positive experience and they just enjoy coming to practice every day and there is something about the atmosphere they associate with swimming that is fun and they say, "Hey, I want to keep doing this," then that first impression has led to them sticking around. If they are around, then we can coach them. So that is why, specifically coaching 10 & Unders, matters in the long term as well. Then lastly, why does coaching in general matter? The coaches have an impact on our swimmers, so why does that impact matter? Just take a second to think about that.

This one is self-explanatory, but it actually is something that is a survey we have done through ASCA which reveals through the data that it actually affects retention. The coaches' impact on swimmers will affect whether or not they stick around. The way that the study ASCA did was, if a swimmer who is senior level swimmers and I will talk about this more in just a few minutes, but 39% of those senior swimmers who indicated they do not swim for the team they originally started with left their original team due to a coach-related issue. So that was actually the highest percentage of all the options they could have chosen about why they left a team. That was due to a coach-related issue.

We have an impact that does affect retention. Now that we have learned that through our audience, and also why does it matter? We can wrap up our foundation as coaches by planning for success. I have a background in psychology. That was my Bachelor's degree and they always taught us to define what the goal is, so an operational definition. We are going to talk about that briefly. Then, from there, identify potential obstacles or variables that could affect your ability to reach that goal and from there, you can plan around those obstacles for success. So, what is our goal?

The title of the talk is to 'Successfully Coach 10 & Unders.' The term that needs to be defined is 'Successfully' or 'How to coach successfully.' For me, that would include effectively teaching the fundamentals of our sport to the swimmers, while also inspiring a love for our sport within them that encourages them to participate long term. In that long term participation, we are preparing them for that path ahead. To me, that is what I think of when I think of successful coaching. Of course, you can have your definition, as well, when you go through this exercise to determine how you can go towards that goal.

What are some obstacles that we might face as we move forward in trying to successfully coach our swimmers? I have just highlighted three. I am sure there are more, but the first one is, of course, the attention span of our young swimmers. Studies show that even adults can only focus on one activity for about 10 to 15 minutes if they are interested. So, our younger athletes, it might be a lot shorter time.

The next potential obstacle is the parents. There could be parents who are overly involved; they try to coach their swimmer on the side. That could cause stress for their swimmer. Then the swimmer decides that this is too much for them and they may leave this sport because of it. There are also unrealistic expectations that parents will have and therefore, if their unrealistic expectations are not met, they may make decisions for their swimmer from there. And then lastly, there are financial considerations. Swimming is a lifelong and year round sport, it can cost money and that can get in the way of a family's ability to participate.

Lastly, there is an author named Tim Elmore that the ASCA fellows

are studying. He studies the generational differences in educating the generation that we have coming up through our programs today. He says that they are being affected by what is called 'today's SCENE' and that is just an acronym for what these swimmers, the young age group swimmers have been born and raised through. They are used to speed, convenience, entertainment, nurture and entitlement. Ever since they are born, that is what they have seen in this world. They have formed opinions based on what they have seen. Those opinions are that slow is bad, something that takes a long time is bad.

Hard is bad. Boring is bad. Risk is bad. And lastly, labor is bad. So, of course, these are going to be obstacles to assist coaches who wants our swimmers to have a hard work ethic or have grit and perseverance and sometimes, these results that our swimmers and parents and even ourselves as coaches want will take time. They do not have patience for time and things that take a long time. These are obstacles, we can totally plan around them though, and that is what the next step is. So, how do we plan for success?

In order to address the attention span issue, I have two main things that I try to do. Be enthusiastic and entertaining and interesting and captivating so that you do try and get their attention, as opposed to something else that could distract them. Then, also, plan what my teacher friends tell me is called 'circus show lessons.' I did this automatically without really knowing it was called something, but basically, you just split up your time for a certain amount of time on one lesson. My team, the Stingrays, we do a five minutes to ten minutes of welcome and warm up. Then, we have three main skills that we take ten minutes on each, and then we have warm down with a game and some dryland.

It breaks it up, so that their attention span is resetting on something new about every ten minutes. Even still, within those ten minutes, if I notice they are getting distracted, I will do what I call a commercial break. There is going to be a day where they do not know what commercials are, but basically it is just one quick thing to get their mind off of what we are doing because they are already distracted and it just will help us refocus after. So I might do a 25 fast, freestyle kick or 25 your choice swim and after that 25, we regroup and we get back to the lesson. It has helped them have that mental break that they need.

As far as the parent obstacle, you want to commit to parent education and that is easier said than done. No one likes to feel like they are being "educated" by someone all the time, but I just made it a habit to help teach my parents in everyday conversation what swimming is all about. That is sharing truth with them, and hopefully, that is something that they would agree that they would like to know or maybe they just did not realize. You can make that an everyday habit; it does not have to be something real formal, but it can be as well.

Then lastly, you want to have a low risk and lovable program. At Stingrays our laps program, we have six week sessions and families can register for them as they would like to. They can take breaks as they would like to. There is a lot less risk involved. It is not a contract for a year; it is low risk. If their kid hates it, which we hope does not happen, but they think that way. If their kid does not like it then, 'Oh, we are not committed for a long period of time.' Something that makes them, the parent, feel as though this is a low-risk investment.

Also, if the program is lovable, then the kid will be behind the scenes fighting to participate because they have so much fun. 'I want to swim!' and they will tell their parent, and even if the parent is on the fence, that child is saying that they want to do it because it is a lovable program. Those are some ways to fight those two obstacles and Tim Elmore has a suggestion on how to address today's SCENE. He said that, "You should foster and engage students in what's called metacognition." It is a big word, but basically, it just means that they take ownership over their swimming. I know Eddie Reese last night was talking about, even getting his college swimmers to buy in and have that ownership over what they do. We can do that, too, with our young athletes. The activities become their ideas and they

think about their own learning and I will expand on that in just a few minutes.

He, also, says that we are often too prescriptive with our coaching and we should be more descriptive. We can ask them questions that engage them in answering what we are asking and that gets them to have ownership over the whole process. Some questions you could ask are, "What is our goal for the next meet?" Let them think about it and let them answer you. Then, how do you think we can reach this goal? Then, lastly, what are some drills that we could use to prepare us?

Those types of questions that you ask and get them involved with will help them take that ownership and be more in the process. As you plan, this is just something even with the technology issues that we are having, I have learned from Doug Ingram is to just to go with the flow a little bit. Be flexible, things change, stuff happens, and you just have to be okay with that. Times will change, generations will change, details will change, and needs can change. If any of those things are changing, then it could mean that you have to change and you are totally capable of doing it. You just have to ask yourself, 'will you change if it is necessary?' With that, take my own advice and give us a commercial break. We have been going for about 15 minutes, hopefully. This will reset our focus and transition us into the next part of our talk. So, sit back and relax.

[Video Plays] [0:23:17:4] [Clapping]

Okay, so it continues. Basically, I love that video. Not only because it is cute and silly, but also because Ellen makes a foundation for that little boy to share who he is and what his invention is and he felt safe enough to do that. That is our next theme of our talk is to set a foundation for our swimmers upon which they can feel or be freed up to learn. So, how do we do that, how do you lay that foundation for our swimmers?

Well, the first is we have to create a safe environment. Then from there, we want to meet the three basic human needs, which comes from a theory in psychology called the Self-Determination Theory. Lastly, we want to prioritize having fun. So, creating a safe environment that can be both physically and emotionally safe and you want to set boundaries from the get go. The very first week of practice, have boundaries that are clear and be consistent with those boundaries.

So for physical safety, that is something that we all agree as the most important top priority. But, the swimmers themselves have to know that it is a top priority. The way that they will feel safe on their end is that they know that their coaches are on top of that for them. That will free them up to not worry about it, even if it is an unconscious process. They are then able to learn, because they see that their coaches constantly commenting on, 'Johnny, do not run,' or this or that and they know, 'Oh, my coach has got my safety. I can move on to learn.'

Then the next one, emotional safety, has a lot more variables that could affect it, but as far as what we can do on our end as coaches and teams, we can have those boundaries that show that we care about their emotional safety. On my team, Stingrays, we have five core values, honesty, discipline, dedication, loyalty and honesty. Those are qualities that we talk about from the very first day and we talk about them regularly. Our six year olds, all the way to our 18 year olds, know that those are expectations that we have on our team. If a swimmer is outside of those qualities or boundaries, then they know that, 'Hey, this is the team that really is dedicated to those and I can feel safe in them.'

We, also, have clear expectations. I will go into that in just a second. Patience; so, of course, this age group will ask a lot of questions and it is hard to remain patient. But if you do, it allow them to feel that emotional safety to ask questions. Then, lastly when there are our swimmers outside of those boundaries, you want to have a disciplinary policy that helps keep order. My team uses the three strike policy and I went into it in detail. That is basically what it sounds like, strike 1 is the first warning; strike 2 is the last warning; and strike 3, they will sit out.

Even when I describe this to the swimmers, they get into it. It is about

discipline, but I will say, 'What happens in baseball when you get three strikes?' They all say, "You are out." So, they know if they get three strikes, they are going to have to sit out for five minutes. When you give those strikes, you want to make sure that they understand it is about the behavior and not the person or the individual. On strike one, you specify what behavior was the reason for the strike.

Strike 2, you clarify that that is the last and final warning for that behavior. Then, in strike 3, you are swift and firm in carrying out the sitting out punishment, but never in a way that is done angrily or that humiliates them so that they continue to feel safe around you and the team. You do not want to wait 10 minutes to then have them sit out. It has to be connected to the behavior pretty close to when the behavior happened. That works really well, if you are very consistent with it; my swimmers know.

I give out strikes all the time and they know that it is nothing personal, but they are connected to the behavior and we have a really well behaved little group for the most part, er, sometimes a big group of swimmers. So, I definitely recommend that. After you have created the safe environment, you can move on to meeting their three basic human needs, which is that self-determination theory that I spoke of and with these three needs, the science has shown that there is increased motivation, persistence, increased wellness, and enhanced performance.

So, if you think back to our goal, of what we are trying to do, 'to coach successfully,' those things pretty much are coaching successfully if you can create those things. The self-determination theory has found that these three needs: autonomy, competence, and relatedness; they are the basics that they have to have in order to increase these other areas. We are going to talk about each one. Autonomy is the freedom from external control and/or independence. Our young swimmers, they have lots of adults in their lives. They go to school, they have teachers. They go to home, they have parents. At practice, they have us, coaches and that is understandable and necessary. But, there are ways that we can increase their autonomy, so how can we do that?

The way that I try to incorporate autonomy or produce that within my swimmers is to give them choices. Warm up every day, there is something that is their choice that they can choose to do. I take votes, so we play games at the end of practice in dry land and they can vote on what game they want to play. Just gives them a little ownership of something and I will offer leaders, so they can choose to lead a game and they get into that. They love that and that is putting them up in front of their peers; that gives them a bit of ownership there.

Then, lastly, I encourage their creativity. A lot of the dryland games that we do have and that we play regularly are games that swimmers themselves created. They are invited to write down a game if they create something and I, sometimes, have to tweak it to make sure it is going to incorporate exercise, but they have that ability to do that and it gives them the sense of independence.

The next need is competence, which is the ability to do something successfully or efficiently. So often, as coaches, we are giving feedback on how a swimmer can improve and what sometimes is easily forgotten is to share with them what they are already doing well. You want to regularly give positive feedback if someone is doing a great job, streamlining, or did a wonderful pullout; you just let them know. Take that time to focus on that and then, when you do give your negative correction or constructive feedback, you understand with positives so that they do not leave feeling down on themselves.

But they go, "Oh, I can do those two things really well. I did that great and I just need to work on this one thing." Then, you also can give follow ups to that correction. Once they have worked on it, if they accomplished it, tell them that. Say, "You just did that streamline like we talked about. Great job." That way, they leave thinking, "Hey, I can do what my coach says, I am competent." Then, lastly, when you have races and meets, you can focus on their analysis of those races based on their skill and achievement. How did

they do based on the skills you worked on in practice? In that way, they can leave the race feeling like they are competent.

They did something new that they wanted to do. The last basic need is relatedness, so that is a particular manner of connectedness or belonging. In our area, at least in Atlanta, there are a lot of different teams, a lot of different schools, and our young athletes do not necessarily know each other. How do they get to know each other? How do you build that team bonding? You have to purposely plan to do that. The ways that I do that, is we have games that are specifically meant to introduce them to someone that they do not know.

We have social kick, where you just take a certain distance over a certain amount of time next to a teammate, talking about whatever. If they want to talk about a certain topic you can, or if it is just general socializing. Then, in relays at practice, you can have them take a minute to get to know each other by name and then, as the relay goes on, have them cheer for each other by name. Lastly, if there are just, like, two minutes at practice or something, you can have them find someone they do not know, ask them their name and favorite color, anything, and then, they go with their partner to a coach and they report back what they learned. It is just facilitating that introduction because they may not do that on their own at that young age and that will build the relatedness.

To wrap that up, the self-determination theory shows that purposely feeding the swimmer's sense of autonomy, competence and relatedness will strengthen and grow their wellness in our sport by increasing performance, motivation, and persistence. Tim Elmore, also, has a similar acronym to summarize those three basic needs. He calls it becoming EPIC in your leadership. Allowing Experience, Participation, Image rich lessons, and Connectedness. It is just the same, similar idea.

Lastly, as we build this foundation for our swimmers to learn from, we want to prioritize fun. I have a good quote from Dr. Kersey, but then the next slide is actually to re-emphasize this because there is actual research that shows having fun does produce continual, or it does not necessarily produce, but it may help in retention. The study that I mentioned earlier that we were able to do through ASCA received 394 submissions by senior level athletes, so they had to be 15 years old or older. Of those athletes who indicated they started swimming at 10 years old or younger, and they are at the same team that they started at, which means they have been swimming and swimming for the same team for, at least, a minimum of six years; that is pretty good retention there.

48% of those said their 10 & Under coach could best be described as 'fun and/or funny' and that was actually the second, they could choose up to the top three descriptors. That was the second, but it shows that 'fun and funny' is actually a part of attention. The first place ranking was actually 'encouraging,' so if the coach is encouraging, that helps. I guess there was a commonality between those swimmers who stayed around. Lastly, the third place was 'knowledgeable.' There were about 10 to 12 options, so these stood out among those many options. 'Funny, encouraging and knowledgeable.' Okay. It is time for another commercial break. It is the last one as we transition into the final part of our talk. This is just to highlight how a lot of my conversations sometimes go with swimmers. So, how to communicate. Let's watch.

[Video plays] [0:36:45.5]

As you can see, communicating with this age group can present some challenges. How do we teach the fundamentals using their language? The way that I personally tried to break up our sessions and season is by finding one to three skills each week that we are going to work on. We do not want to overwhelm them, so there are just one to three. Then, you teach those three skills by using analogies or visuals that they can understand. Then, I will go through some examples of that in just a second. Repeat short and clear phrases that you can say while they are on the wall to remind them of the skill or the lesson. That is the process that I go through to try and connect with them in a way that they can understand. I have broken it down

from beginning, middle and end and certain skills or so many skills.

But I have just highlighted a few. At the beginning of a session or a season, we focus on body line floating, body line kicking, and body line swimming. There are some analogies, I will not go through them all since we don't have time, but like a speed boat. A lot of swimmers can remember, or at least know what a boat does and wants to stay on top of the water. The speed boat wants to go fast on top of the water and so therefore, I want to be fast on top of the water. You can just read through the rest of them, some phrases that may go along with that. Or when you are on your stomach, it is nose down. It is just something quick, you can say it fast and they know from the lesson what it is referring to and how it helps them get on top of the water like a speed boat. There are a couple of others.

Just like I helped to inspire my swimmers, my swimmers have inspired me to try to put together a little book because I like to draw. Some of the visuals that I use are on the following pages. Basically, it is something I might draw on the whiteboard, if you have time to draw a picture that can connect them to the lesson you are trying to produce or teach them. It is, also, just something that they can imagine in their minds. But, if you have time, you can draw it.

These visuals are, also, in this book that I have, but I do not have it out for sale. If you want, it is something you can always reach out to me for. But, basically, they see the visual. They think of the pot phrase and then they know what the lesson is. One I had mentioned for a backstroke is that it ties them to little stories so they are thinking, 'Okay, I remember Coach Kim talking about a little birdie. It wants to land on my forehead, but why? How can it land on my forehead?' Well, you have taught them to keep their face dry and their head still. So, I mentioned that to my swimmers and a week later, one of my swimmers was telling a new swimmer who had come and she was telling them, 'You have to keep your face so dry and your head so still that a little birdie could land on your face.'

I just thought, 'Wow, she must have remembered that pretty clearly. It must have connected with her.' Then, the other ones are in the middle of the session. You can work on the arms and legs for all four strokes. There are a lot of different analogies I use. There were just a few: superglue for your legs together on butterfly, 'clock arms' are ten and 2 o' clock, superman, pizza factories, slice circle and sliced pizza for your breaststroke arms and 'big rainbow arms' for freestyle that go palm down into the pot of gold.

Then, phrases are below. You can just pick some that connect to you or the lesson and the visuals that follow. These are the big rainbow arms into the pot of gold, wide thumbs. It gives them that visual butterfly. Then, at the end of the session or at the end of season, you can talk about the swim meet code. A lot of times when I talk about what event and heat and lane number means, they do not quite understand. Those words do not mean anything to them, but if you say that is 'top secret code at the swim meet', and this is what it means, then they are like, "Oh! This is top secret, that is why I do not understand it." Then, they engage into the moment as you are trying to teach it to them. That is actually the visual that I have; I will just show you that.

The way I explain it is 'that event and heat tell you what time in the swim meet you are swimming.' The event and heat are like hours and minutes on a clock, but that is for the swim meet, top secret code. Then where you swimming your race is your lane number, so you have to find those three numbers in the heat sheet every time for your races. Your events, your heat and your lane; and that connects to them. Say, they understand they have to be somewhere at a certain time and they have to be at that specific place.

Then, having fun. So, you want to see smiles across the pool every day. To wrap up, that is the process that I go through to try and coach successfully. I set the foundation for myself. Then, I started the foundation for our swimmers and then, try to communicate by teaching the fundamentals in a language that they understand; all the while, having fun. Thank you so much for being here. <sup>ASCA</sup>



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## Steve Bultman on College Swimming

*Presented by Steve Bultman, Texas A&M University*

All right, I want to welcome you all to the first session here of ASCA. Our first speaker today, almost did not make it out of Houston, Texas. Well, College Station via Houston. So I just told him, "Glad you made your flight this morning; would have been really disappointed group of folks." But the person you have before you is Steve Bultman and I won't speak too much about him because if you are here you know what a history of success that he has. I first became aware of who Steve Bultman was about 17 years ago, when I was a young know-it-all. Loved his system at Indiana University when he was hired. And we were about the same place, Indiana University and Texas A&M. You know top 20 to 35 in the country. And I just remember saying to myself and actually telling our boss, "We need to start getting Texas recruits right now," because you just know that this Bultman guy is going to leverage his work with this breaststroker named Christie Cole into recruiting success. And he has done far more than just that since then. Because it is not just recruiting and I think he is going to talk a little bit about recruiting this afternoon. He's got some opinions about it.

But in the last 15 years, collegeswimming.com has never ranked any of Texas A&M's recruiting classes among their top five in the country, yet the Aggies have been in the top four in the country each of the four past years. This is at a program that prior to that had never finished higher than the top three of growing conferences. So today what he is going to do is he is going to talk pretty wide ranging and I think that is something that you guys can look forward to- some of things that he feels are important in his program. And he's had success in multiple, multiple levels. And I think he said, he is going to also touch a little bit on recruiting and the role of early commitments in today's world. So I am going to leave it to him; that is why he came here to talk from Texas A&M, Steve Bultman.

Steve Bultman: Thank you. Yeah, thankfully we did not get hit nearly as bad as Houston did and it is really unfortunate what is going on there. We got a bunch of rain on Saturday and Sunday and was wondering if I was going to be able to get out, but thankfully I was flying from College Station up to Dallas and then over. And so I thought my odds were pretty good and then yesterday it was not hardly raining at all for us and so I was like, "This is great, I am going to get out." On my way to the airport I get a text saying, "Your flight's been delayed," and so then, I went out there and with the delay it was going to give me about a ten minute window to catch my flight in Dallas. As it turned out the second flight was delayed and I probably could

have made it, but who knew.

So I usually like to start things off with a joke. "So a husband and wife are arguing. The wife is really upset. She says, "Get out of the house, pack up your stuff and get out of here." So the husband packs up his stuff and as he is about to walk out of the door, she goes, "I hope you have a slow and painful death." And he stops, he goes, "Do you want me to stay or to leave?"

So a couple of things I am going to talk about; some things that I think are really, really important for coaches to do for their swimmers. I am going to give you a little - we have a weekly cycle with our practices, which I think really helps out throughout the year and I think it helps with us when we taper, as well, because we do not really have to change a lot of things. I know some people they are doing one thing and it comes to taper and everything changes. The swimmers' bodies, I just think, they kind of have an idea what to expect and it kind of works that way.

And then I will be open for questions. I was not sure how many college coaches we would have in here or not. But to touch base on all the early commitments, which I am definitely not in favor of and we've got three already, but we are certainly not pushing it. You know, I just think, this is the biggest decision of their young lives and if I am making that kind of decision, I want to get as much information as possible. The best way to do that is to go spend 48 hours immersed with the team and get to know the team and get to know the campus and everything about that. Because I am afraid there's going to be a lot of transfers later on because they might know the school and some of the coaches and some of the swimmers but they are going to get there and things may be way different from what they initially thought.

And I just know that there are so many other female NCAA sports, I mean, golf coaches tell me they are getting commitments from a 7th and 8th grader and I am like, "Holy smokes!" That is the last thing I want to see swimming go to. But that is something we can talk about later if you want to and definitely will be open to questions. I am very big into feedback. I swam myself, had some very good coaches, had a couple of coaches that definitely played favorites and did not really tell us anything. You are swimming up and down the pool and it is like, "I know what I feel like, but I do not know what I look like." "How am I doing?" just throw me something you know! And so for me, that is something where I am the kind of coach if I see somebody doing

something wrong, I cannot keep my mouth shut. I am going to say something to them.

I want to get that corrected because that is going to create a habit and unfortunately that is going to be a bad habit. And you have got to fix that before it gets to become a bad habit, or it might already be a bad habit, and you got to get that changed. When I first started coaching year round, coaching club and coaching summer league, I would tell some of the age groupers touching one hand and I would tell them that. I did not tell them that 100% of the time, but probably 75% of the time. I see somebody doing that and I would get on them about touching with two hands, legal finishes. And I can remember one summer, our first big meet, Louisiana State meet. End of the year, one of the boys in the group, 13-years old, was just swimming out of his mind. The 200 IM, he is right up there for the lead going into the 125 for the breast to breast turn- one hand touch. I vowed right then I will never not say anything to a swimmer of mine that does something wrong; I am going to correct it right there.

And so it is important that you do that feedback. And I want feedback back from them as well. I am asking them, "Try this, and see what this feels like. Do you feel a difference? Is it good, is it bad, do you not feel anything?" I want feedback coming back. I am a big believer in technique. We do drills, we teach them how to do drills, and we videotape the swimmers and critique at least once a week because technique makes a big, big difference. And so it is really important that you do that. But, I see a lot of coaches who do not give the feedback that I think they really need to be giving out to swimmers. And I know some of the coaches feel like maybe they do not understand technique as much as they should. But, I guarantee, you know more than the swimmers do. So give them feedback and if you do not feel like you know it, learn about it. I mean research, go to clinics, ask questions, watch video, and get feedback from your swimmers.

I can remember when I first started coaching. The stroke I felt like I knew the least about was breaststroke because if you watch your breaststroke race you might see eight different strokes going on in the same heat. But you have to figure out, "Okay, they look different, but what are they doing that is similar that is helping propel them down the pool faster?" And so you just have got to study that. And so it is really important that you do that and give the swimmers feedback. And you know the swimmers get that from Tanika and I all the time. And you know you do not want to over-coach when you get to the big meets, but if you see him doing something wrong and you do not need to go, 'Whoa that is all wrong! That is going to screw you up if you try and race in your taper meet like that.' But you can say, "That looks pretty good, but try this..." or remind him, 'All right elbows up,' just some of the normal things. 'Get your elbows up a little better,' and I am doing that even at the big meets.

And I do not want them over thinking and we definitely talk about that. Turn the brain off and just race; do not over think. But, at the same time, I think certain feedback is really, really important. And that is something- I have always felt like I have had a pretty good eye for technique and can watch and can figure out what somebody is doing wrong. I am looking for being efficient. I do not want to see a swimmer slipping and not getting as much out of their pull or their kick or whatever it is. And so that is something that I think is really, really important with what they are doing. Big believer in kicking and will do kicking a lot of different ways. We will do short rest kicking, will do lots of rest faster kicking, we will do working on underwaters, we will put monofins on, we will put fins on, and we will do stuff without fins.

I am a believer that if you have got a backstroke or they need to kick backstroke kick, they just cannot use a board and just kick flutter kick. So

any of our backstrokers they know that 50% of what their kick is, they need to do that without a board. We also talked to them about kicking a certain distance off each wall. And one of the things that I like, which is pretty easy for them to see is a lot of the lane ropes now have the different color floats 15 meters off the wall, which is, probably eight or nine yards off the closest wall. So we tell them every time they push off that wall they need to get past that yellow float. And they need to make sure they get past that. And work on that with them, that is something that is important.

Another thing that we talk to them about a lot is: "Practice how you compete." A big example: if you have a freestyler, that when they race they usually have a big strong six beat kick, but they never kick when they train in practice. If they get to the meets and all of a sudden they are kicking like crazy and it is like, "Why are my legs dying? Why am I dying?" 'Because you never practice swimming with a six feet kick!' And so you have to remind them of those things and make sure that they do that. Let me just run through our weekly cycle. And during the school year we go doubles Monday, Wednesday, Friday and will do a single Tuesday, Thursday afternoon and then a practice Saturday morning.

We are an IM-based program. Everybody does some IM, everybody does some of each stroke. If they are not in IM or are not good at that stroke, they won't do as much. But other than breaststroke kick, I think everything transfers to other strokes. And the variety? I like that. The other thing I think is good is - is we find new events for girls. I mean, obviously we recruit certain girls for certain specific things and we know what their better events are. But, ultimately we want to find out where they are going to be best; where they will perform for us and for themselves. Probably the biggest example is Sarah Gibson, who is on the World Championship team. She was not even a butterfly coming out of high school. She had shoulder issues and was not really able to train butterfly. But, thankfully as she worked with us and got a little stronger and shoulders got healthier, just about every Tuesday we are doing some butterfly with everybody.

And we will do a lot of drill and swim, kind of split it up fairly equal. Usually we do a lot of 25s. And she did some of that and was able to do a little bit more. Some days she could not and then as her shoulders could handle it better, she was able to do more. I do not ever put them in the same events all the time. I will let them choose some of the meets. I will let them choose an event or I might pick a different event for them. And so, one of the meets, she decided she wanted to swim 100 fly and I think she was you know :58 or :59 yards. I think this was her sophomore year. And then as the year went on, she got faster and faster. And I think at the end of her sophomore year, she won on - I think it was like 53.0 or 53.2 in the 100 fly.

She happens to be a pretty good underwater kicker, which obviously helps. But then started trying to swim it, long course and then, 'I want to see if I can try and make Olympic trials,' and so. But we have had other swimmers do that, as well, in different things. And you know I think that is something that makes it a little more interesting, instead of just having the same event and swimming that over and over. If somebody is a backstroker, only swimming backstroke or if they are you know, whatever, and I think it works out a lot better that way. So there will be days we will split up into groups. Early on, sometimes very late; it just varies on the day. Some days we will split up into stroke groups, some days we will split up in sprint and middle distance and distance.

But Monday mornings, we will warm up and then we will have everybody do some freestyle and that is usually a day we will put the snorkels on and do a little bit of pulling and swimming in some fins and paddles. And then after that, we will split up and do a freestyle group and we alternate every week. One week it is a distance freestyle group. So it is going to be 500,

milers and then the next week it is going to be a middle distance group. So we will throw some of our 200 freestylers in there with them, as well. And then we will have a breaststroke group and then we will have an 'everybody else' group. And so we will do that that morning. Monday afternoon, after warm-up, we will do a good, solid kick set. We will do a little bit of pulling and drilling and then we will do an IM set and we will have, maybe, four different IM groups going at once. We will have a 200 IM group or 400 IM group. We will have a middle distance/distance freestyle IM group and then we will have a sprinter IM group.

And occasionally, sometimes we will get a breastroker that can do anything other than breaststroke. We will have a brush stroke kind of IM, 'hoping to make them into an IMer group. The freestylers, they are doing more free than IM, but they are doing some IM. The sprinters, they are doing more free or stroke than they are doing IM, but they are doing some IM. And I like doing that. It is variety and I think it helps out. One of the places I coached was down at Mission Bay and the coach before me was Mark Schubert and he had a bunch of really good distance freestylers. And he had them do a lot of distance freestyle. I think they did not do a whole lot of breaststroke. And when I came in, I had them start doing breaststroke. And for those distance freestylers, they thought the IM training was harder than the freestyle training and, part of it, was they were not used to doing that, I am sure. But, they ended up having a very successful summer.

I got there in January; that August, they had a great nationals. So, I think it can help out. Monday afternoon, that is a fairly long set, especially for our 400 IMers and the middle distance/ distance free IMers. They are doing a longer set. I mean it could certainly last an hour or pretty close to an hour. The sprinter group is shorter and we are doing some time stuff in there and we might do six 150 IMs and then time the last one. Then they are doing some freestyle and then we will time something free and then time something stroke and then do some drill and then come back and repeat the set again. It is keeping them moving; it is a little bit of variety. But it is a longer aerobic set.

We might have some of our middle distance freestylers that will do one round with the freestyle group and then come and do the second round with the sprinter group. And so we will move people around and some people might do an IM group and 200 IM group and then do the extra free or something like that. So it is not set in stone that they do that specific set, the same thing each time. Tuesday afternoon is our quality day; it is our power day. We usually start off with warm up. That is the day we do power racks. That is the day we do surgical tubing in the water. And I like to do some drilling against tubing and will also push off and do some underwater kicking against it. And then swim and we will do some fast things with the tubing.

We will also do some kicking and usually what we will do is, we will have a power rack group, a tubing group and they flip flop. Then the kicking group will go through it twice and they will do some kicking and then they will usually get up on the blocks and do a 25 sprint kick underwater. And then the second time after they do the kicks set they will go off the blocks and do 15 meters underwater, breakout, and swim sprint to the wall... something like that. But again, that is also the day that we will do some butterfly. And we will do a round without fins, we will do a round with fins. Sometimes we do a round with monofins where we are doing some underwater kicking there, as well. Sometimes we will do some tubing where they are going against the tubing a little bit.

And then we will do a little bit of a set after that where if you are a 400 IMer or a 200 flyer, you do it all fly. If you are not a flyer, you just do a little bit of it fly and then you do your best stroke. If you do 100 fly or 200 IM, where you

are doing some fly, you will do kind of 'in the middle' and do some fly. And so, we will do that. An example might be: we will do 16 x 25s, where we go four drill, four swim and sometimes we will give them extra rest before the very last one swim and time that. And we will adjust, moving people around in groups, although sometimes- we will move equipment.

And then after that we usually do have them do some fast stuff of their best stroke. Sprint and middle distance are primarily doing 50s or 25s and then the distance kids are doing 100s or 75s, and occasionally 50s, where we are asking them to step up and do some either- all out sprints or we ask them to go faster than 200 pace; just different things. So we are asking them to step up and go fast. Wednesday morning is usually a backstroke morning, warm-up. We will do some good underwater kicking that morning, in addition to just some regular kicking. And then, we will do some backstroke. I really like backstroke; you see too many swimmers walking around all hunched over. Backstroke is going to help strengthen their back muscles and I think I have also seen a lot of good middle distance and distance freestylers who used to be backstrokers or used to swim a lot of backstroke.

I mean, I can remember going to a region meet, when I was coaching in Pensacola at the time, and I had a pretty good backstroke girl who was a good freestyler, as well. And they had some really good freestyle girls in that region at the time. We were up in Atlanta, we went to the meet and my girl and another girl got one, two in the 1,000 Freestyle and the other girl was a backroker as well. It was pretty funny that's how that happened, but I have just seen good things from swimming backstroke. So we will have everybody do some different drills and use some different equipment and then do a set. But then after a certain amount of time, we will split off and if somebody is not a backroker, they can flip over and do some freestyle.

And then occasionally we might let a breastroker, who is not a backroker or a freestyle, do some breaststroke as well. Wednesday afternoon is kind of our 'technique day,' it is a little bit of a recovery as far as asking them to work hard, but we ask them to turn their brains on and think a little bit more. That is the day we will do some technique. That is the day we usually videotape and critique them. And like I said, we will start off warming up and then we will do some upper body breaststroke stuff because I think that really transfers. Even somebody that is not a breastroker at all, I think the sculling and the pulling and some of the underwater pullouts and underwater pulling we do that is going to help the feel for the water and high elbows.

And so, we have everybody do that, but then we will get to the middle part when we are going to start doing some kicking and do some other drills and stuff like that. Then we will have the breaststrokers and IMers continue working on breaststroke and the non-breaststrokers and IMers will not. Early on in the year, because we will start off the first weekend in October, we will do a little pentathlon where everybody does a 50 of each stroke and then 100 IM. We will have all the girls for about a week, maybe a little more, do a little bit of breaststroke kick. And we will even let some of them keep their A&M caps on because we do not really want to see them doing any kind of breaststroke wearing an A&M cap in public for some of them. And we also do a few backstroke starts, which, for some of the girls- that is the only time they practice backstroke starts, if they are not a backroker, obviously.

But it is a lot of fun and they get excited to try and improve you know their time from what they did before. And they compete really well doing that. But then after that they are not forced to kick breaststroke, although occasionally, some of them do once in a while. Then the second half of that, the non- breaststrokers they will usually do a little bit of anyway where they can work on what they want to work on and then they get videoed and then watch their video. And sometimes it is just one stroke, sometimes it is more than one stroke. And then they work on their technique of their better

strokes, whereas the breaststrokers will work on technique stuff. They will do some tubing where they are pulling, kicking, and swimming against it. We will do some different drills.

I like on Wednesday to basically break the breaststroke down, split it up, and then put it back together. And so the first part of a Wednesday afternoon for the breaststrokers like I said, we are doing some sculling, we are doing some breaststroke pulling with fins, we are doing some underwater pullouts, some underwater pulling, and some different things like that. Then we will do some different kind of breaststroke kicking. I also like to do stuff with the Speedo Breaststroke Fins. We usually use those for about half of our breaststroke kicking. And then we will do some drills and then we will kind of put the stroke back together. And then usually after that, the breaststrokers will get videotaped and critique there.

So, Thursday is an afternoon again. That is a day we are doing breaststroke or strokes. That is a day where we are timing them. We are working on distance per stroke; we are working on descend. We are trying to teach them how to finish their races. That is one of the things I think our girls do a really good job. They finish their races really well. Bethany Galat this summer at both World Champ Trials, and then at the World Championships, did a great job finishing her races. I mean, she was nowhere close to the lead, but she swam her own race and swam a smart race and was able to finish and get second and very, very pleased with her doing that.

I mean, sometimes we will do one stroke, sometimes we will do two strokes that day. Example of some of the sets: we will do a group of 50s where we will do say, four of them, where we are asking them to hold two seconds above 200 pace, three of them, one second above, two of them right at 200 pace, give them an extra 10 seconds rest, and the last one is as fast as they can go. Sometimes, we will do that more than 10. With some of our freestylers, our distance freestylers, they might do 20 or 30. This is a set that, when I was an assistant at Georgia, Jack Bauerle used to like to do and I thought it was a great set and definitely, we continue to do that. And we will usually do a set like that, probably about once every two to three weeks, depending, and we might do one round of best stroke and then we might do a round of freestyle later on.

Another thing that we would do that day is to help them work on finishing their races. There's a lot of coaches that talk to their swimmers about negative splitting, but when you actually get to watch and time them, 'I thought you are negative splitting that?' "Well, I did." Now, I am like, 'Well, no, I got you. You were twelve and then back in 15.' "Well, it felt like it," but it is not the same thing and so usually what we will do at different times is we will have, and especially now the sprinters want to always do three 200s, but our middle distance girls will do 3 x 200s with 150 easy in between and we will go in two groups.

So, one group is doing the 200 negative split, the next group is swimming 150 easy. Then they come back, they do another 200 hundred negative split, but it is got to be faster and then they do 150 easy and they come back and do it again and we have had some pretty amazing swims in practice from a push doing that. We have had flyers and backstrokers go well under 2 minutes, negative split. We have had two girls this summer that have gone under 1:50 negative split 200 free, one of whom was Claire Rasmus, who made WUGs and almost made the World Championship team. You have got half the pool watching or warming down, while the other half is going and so it gets pretty exciting and they start really supporting their teammates and it teaches them how to finish their races, which I think is really, really important.

And so that is a Thursday afternoon. Friday morning, we go back and we

do some freestyle, again. We will do it a lot of different ways. We will do some fins and paddles, we will do one fin, one paddle, and we will do some different drills. And, we may do some pulling. We will do a pretty good kick set before we get started. I usually like to do my kick sets pretty early on in practice. And then sometimes, the last little bit of practice we will let them work on whatever stroke they want. But, it is pretty aerobic. And then Friday afternoon, we will come back again and Friday we will warm up. We maybe do a pull set and then it is another IM set, where we will do some kicking. We will do some IM and then we will either do more IM or we will do IM and free or we will do IM and stroke. Then I usually like to put some freestyle at the end. Just because it is so important to get home in your freestyle at the end of your IM, I am usually always ending my IM sets with some freestyle to make sure that they are being able to get home.

And so it is pretty aerobic, but we are putting the kick in with it and that is kind of what we do through Friday. Saturday, kind of depends on the time of the year. Early on, we might just be doing some pretty good sets, but then after the year goes on, Saturday is usually a day we will ask them to stand up and do some fast things. And so, they will warm up and it kind of varies, bunch of different things that we might do. But it is usually quality. As the week starts off, Monday is usually a pretty tough day. I think if you ask our girls, that is the one day they know they are going to work hard, but we are doing some time stuff on Mondays. Tuesday, it is a power, quality, and short & fast day. And then Wednesday is more aerobic. Wednesday morning, we are still doing a lot of decent backstroke, but Wednesday afternoon is pretty aerobic, sometimes recovery.

But then we come back on Thursday and Thursday we have got the watches out. We are timing them. We are asking them to get up and go fast, even though there may be descending or negative splitting. And then we come back on Friday and Fridays are real big. And then Saturday, we are asking them to step up and go fast. So there is a kind of a little up and down and you know on a - on a Monday afternoon it is probably going to be our longest with the sprinters going almost 7000 to maybe 7500, whereas our distance girls, they might be going 8500 or something like that. But then on a Tuesday afternoon, we are not going nearly as much because we are doing short fast. So, the sprinters may go 5000 to 5500 and the distance girls may go 6500 or something like that.

So it kind of varies a little bit, but when it comes to taper, obviously, we are going to start cutting back the kick. But, we keep the same pattern that we do. We will drop a practice and we will start coming in a little bit later in the morning, but I think that consistency helps the girls to be able to perform when we need to go fast, because it is not a major change with what they have been used to doing. The other thing is we do not rest for dual meets. Now, we will rest, we will do an invite the weekend before Thanksgiving and we will give the girls about 3 days of rest and let them shave and put a suit on and we will get some great swims out of that. The week before, I will start coming down a little bit with the kick, just because I am usually going 12 to 15 x 100 kick set per practice.

I think that is really important and so we are asking them to kick and some of them really push each other and do some pretty amazing kick sets on some pretty fast intervals. If we have got a dual meet, the end of the week, whether it is a Friday or Saturday-, if it is a Saturday, we do not change anything, because Saturdays are usual quality day. Meet day is a quality day. But if it happens to fall on a Friday, then usually what I will do is instead of going Thursday quality, Friday meet quality, Saturday quality day, then usually what I will do is I will just flip flop Friday and move that to Thursday. So we will go a real big Thursday and then we will do quality Friday and Saturday.

It is important that we are doing a couple of quality days in a row and we will also schedule back to back dual meets, just because we want them to be able to have to step up and race and go fast on two days. Because when we get to NCAAs, it is 3.5 days. You get to SECs, it is 4.5 days. And so, they need to be able to do that and step up and perform when they need to perform. So that is our weekly schedule. If anybody has any questions about that, let me know. Otherwise, we can move on to something else. Yes?

Male Speaker: Can you talk a little bit about warm-up and what you guys will do? Is it just water warm-up or is it something on deck first?

Steve Bultman: Usually, it is just water warm up, although on Tuesday and Thursday afternoon, they will do dry land before they come see me. So then, they will do that. Warm-up, we will go anywhere from 1000 to 1800 and I have about 10 warm-ups. I can tell them “4242” and they will know what that means. The freshmen, some of them, might take a year to figure it out, or we will go “462” and it just kind of depends. On a Tuesday afternoon, where we are going to go right into some power stuff right after that, I usually give them a little bit more warm up. “4242” is 400 swim 200 kick, 400 drill swim, 200 pull. So I am wanting them to do some pulling and kicking and drilling in the warm-up before we get started. So - but does that -?

Male Speaker: Yeah. Thanks.

Male Speaker: On your Wednesdays, you are doing some video feedback. From a time management perspective, how do you organize that to get them through?

Steve Bultman: You have got to work with that and that is why we split up into two groups. And so usually what happens, the non-breaststroke crews will go and they will split into two groups and we will have one of two things. One group will do some anyway, and then we will video and critique them and the other group might be kicking or one of the things we have started doing is we have got mirrors that we can put on the bottom of the pool and so we will put them. We have got a lot of pool space and we have got an instructional pool that is pretty shallow, 20 yards long. We will move them there because we put the mirrors down in the competition pool, and our competition pool is 7 to 9 feet deep and if you swim on the surface, you do not see yourself as well with the mirrors as if it is like 4 feet and so we do that. Now, the breaststrokers, if they are doing underwater pulling or underwater pullouts or stuff like that, they are closer down there. They can see that pretty well, but one group is video and one group is doing that and then you flip flop and then with the breaststrokers, since I am doing them at the very end, we will video and some will go shower and change and some will watch and yeah, you have to plan that out, otherwise, you are wasting a lot of time. Yes.

Male Speaker: How quickly do you watch the video? How does the feedback process go?

Steve Bultman: We watch it and talk to them. We will usually put it on a TiVo, so it is on a delay. Then we will just slow motion in, one of the coaches is there watching it with them and then just critiquing it with them and going over and stuff. We will start off and we will show them videos of people doing the strokes correctly, we will also show them videos of how we want them to do the drills and kind of explain that. So they kind of get used to that. I just think it helps make them a smarter swimmer and the other thing is the group that they are in, they are watching their video and there's a couple of girls there with them watching the videos and so they are hearing either me

or Tanicka or whoever's critiquing it, not only critique themselves, but they are watching their teammate and so they can see that, as well. Occasionally, you might be looking at one specific thing because a swimmer might have a problem with one area and you do not see something in one of the swimmers – “What about this? Are they doing that?” “You are, yeah, you are right. Good catch there.” So, it helps them get knowledgeable that way. The expression of, “A picture is worth a thousand words,” I think is so true.

I can remember one time quite a few years back. We have got an underwater window, but we have also got the Upside Down Periscope that we can use and we will use both of those at different times. But I was videoing and I am watching couple of girls and one girl, I am like, “Whoa, who is that?” I mean, the stroke was awful and I am like, “You know, it was one of our new girls,” and then there were two of those that were doing things that were just like ‘wow’. So we came upstairs to show them the video and I am like, “I have got good news and bad news. The bad news is that you are doing this wrong or you are doing that wrong.” I said, “The good news is you are pretty fast right now with major mistakes. We fix those mistakes and you are going to go way faster,” and that usually happens and it helps a lot. Yes.

Male Speaker: How will you manage early season resting?

Steve Bultman: Well, those girls that get their NCAA cuts in November and we usually get six or ten and we will pick them up. Then they hardly rest at all for SECs and then we can point them for NCAAs more. As SECs is so exciting, they get fired up and race anyway. Then the girls that have not made NCAAs, obviously, they are rested and shaved. Sometimes it is like, “Hey, maybe you do not need as much rest as somebody else,” and you are always learning while you are doing it. So we kind of build our way up to it and then get going for a while, but then back down, but that short little rest, it just seems that just the fact that they are not tired and sore at that time and they know this is an opportunity to go fast that they step up and get after it. And there is no pressure either. So that makes it nice. Other questions. Yes?

Male Speaker: What is your weight room schedule like?

Steve Bultman: We usually do weights after morning practice. Mondays and Wednesdays is normally when the whole group will go and then usually after about the first month, then we will start adding a sprinter weight group on Friday morning. We won't go every Friday morning, but most Friday mornings, our sprinters will go over there and do that afterwards. And we have got a really good strength coach who understands swimming and works with them. And then, like I said, we will do dryland Tuesday and Thursday afternoon before we swim. Yes?

Male Speaker: Do you do any special sets?

Steve Bultman: It varies, but not a lot, but it just kind of depends on what I feel like we need to be working on. An example: sometimes, you have to show a swimmer they can do something. You talk to them about doing this and you need to get out and go this speed. And, I am real big on finishing the races, but occasionally, they do not go where they need to go out. And so, if maybe we had a meet the weekend before and it is something to work on- we had a girl in her 200 Free, I did not think she was going out nearly fast enough. So, we had a bunch of them do some 150s and you can do like a point system, if you do this time, you get these many points. She got out in the quickest amount of time and then I talked to her afterwards and I go, “You realize I have put that set in for you because you were not going out like you should have been able to go out.” And she's saying, “I'm feeling this... and I do not know that I -,” so I say, “but you just did three of them really fast and

yeah, they were only 150s, not 200s, but...’ But I mean, it can be different things. Sometimes, we will have “lead the lane”, you go fast after you lead the lane, move to the back of the lane and just go easy, you know, and you might put 3 in the distance group, 4 in the middle distance group, 5 in the sprinter group. Or sometimes, we will just stand them up and just do some dive things with some easy swimming in between. So, yes?

Male Speaker: How long is dryland?

Steve Bultman: It is about 30 minutes. And it depends on the time of the year. Like early in the year, it is getting to move in, getting them back in shape. It is not like, “go out for a three mile run,” but they might skip to here, do some exercises, jog over here, do some exercises, bear crawl over here, do some exercises. They are doing core stuff, they are doing some med balls, just different things like that. Yes?

Male Speaker: How often will you swim long course?

Steve Bultman: It depends on the year. Obviously, in an Olympic year, we are going to do long course two or three times a week, just about every week except right before SECs or NCAAs. Otherwise, it varies. It just kind of depends on what we have coming up. Some weeks, we may not do it at all, some weeks we will. Usually over Christmas training, we will do all the mornings long course, all the afternoons short course. We will usually have a good long break, but I usually like to do some. We have got a couple of our foreign athletes that have meets coming up and so, sometimes, in the spring we will offer two practices on a Saturday and they need to come to one. The morning will be short course, the afternoon will be long course. So, yes?

Male Speaker: How do the girls deal with those early mornings?

Steve Bultman: Thankfully, we have very, very, very little team drama. And part of it is, I tell them, “It is not my team, it is not the coach's team. It is their team.” We ask for their feedback, “this is our pool time, this is the only time we can do it. There's no if ands or buts.” Occasionally, something will come up and we need to move our practice and we have the outdoor pool. We are able to use it at different times if we talk to them and I will give the girls the option, “You choose: when would you want to come in? We can come in ‘here, here or here’” and they usually like to get it done early. I would not mind sleeping in, but I will get up early if that is going to help keep everybody happy. And it is just trying to get them to understand and having good leaders helps out. I think we show them that we care about what they are doing and like I said, we want their input and make them feel like they have a say with what we are doing. Yes?

Male Speaker: What would happen if you lifted more and did more dryland than you are?

Steve Bultman: What would happen if we did that? I would not want to do that. We are a swim team that lifts or does dry land as a supplement. We are not a weight lifting program that happens to get in and swim a little bit. So that is one of the reasons we do weights after morning practice. I do not want one of them coming in, “Ah, I am so tired from weights, I cannot get up and go,” you know?

Male Speaker: Do you work on stretching or flexibility?

Steve Bultman: Flexibility. Yeah. We do a little bit of that, not a whole lot, but we do some. Pool space and pool time; people have to do different things. I mean, there have been situations in the past where, if you cannot get everybody in, you have got to do something there to get them fitter and stuff. If that is all that

you are able to do, that is all you can do.

Male Speaker: How do you feel about hand paddles? Do you use them?

Steve Bultman: Do we use hand paddles? We do a little bit, but no, we do not use them a lot. I give them the option if they want to do it. Nort Thornton gave me a drill that he used to do with his breaststrokers that had knee problems and we started using that for those that did not have knee problems, just because some of them like it, some of them did not. He would have the breaststrokers put on fins, pull buoy and paddles and they basically do breaststroke pull with a small dolphin kick and some of the breaststrokers could get going pretty quick, because if you have knee problems and you cannot kick breaststroke and you are just pulling, just with the buoy, it is pretty tough. A lot of them do not like to wear paddles, I do not make them wear the paddles in. Occasionally, we will put the anti-paddles on, the flat ones that basically take your hands away and we will use that some, but I kind of leave it up to them.

Male Speaker: Does the summer practice schedule change? Or over holiday training?

Steve Bultman: No. We will usually do that pretty much the same. The only difference is that in the summer, or occasionally over Christmas training, we might go “double-double-single” on Wednesday, “double-double-single” on Saturday. And we will do that in the beginning of the summer for a while and then we will flip back to our usual school schedule as we start to get ready for taper.

Male Speaker: Any other special times for quality?

Steve Bultman: A little bit. Usually what we will do is, we will do backstroke on Tuesday morning and fly Tuesday afternoon and then breaststroke Wednesday morning and then so Thursday, yes, we will do a little bit more quality on Thursday. Anything else? Yes?

Male Speaker: DO you come up with the strength work or...?

Steve Bultman: We have a strength coach that, you know, we sit down and talk with her. She has given us her thoughts and we have given her some things that we think are really important, as well, and then, we just talk about when the meets are, certain times where she can work them hard and then, okay, ‘we have got this meet in November that we are going to want to be resting a little bit for.’ We usually have a staff meeting, men and women, strength coach, academic advisors, a bunch of us, nutritionists and all sit down and talk and have a meeting once a week and kind of go over different things. But she runs that and I actually like that as opposed to them always hearing from me all the time. We have got somebody else. I usually go over there and work out a little bit with them in kind of an extra set of eyes to make sure that they are doing things correctly. Yes?

Male Speaker: Do you coach them directly in the weight room?

Steve Bultman: No. Not really. We just want to make sure that they are training like they need to be training. I just kind of watch them, get to know them, and then know if they are putting in the effort that they are doing and so it is more of an eyeball and just kind of watching them.

Male Speaker: Are you using lactate testing?

Steve Bultman: No, we are not using lactate test now.<sup>ASCA</sup>

# THOUGHTS OF THE DAY FROM THE 2017 WORLD CLINIC

**"How To Deal With Difficult Parents Or Administrators."  
Coach Mike Stott – The Collegiate School, Virginia**

"Here's a quote from our school's manual that makes some sense..." the coach to communicate with the AD on any problems or issues or anything that happens within their domain, so that the AD is prepared to hear the Coaches side first, rather than hear it from anyone else." That makes a lot of sense. No surprises for your boss."

**"Developing A Culture of Hard Work & High Expectations For Your High School Team."  
Coach Kevin Kinel – Chesterton High School, Indiana**

"Often your best swimmers have the lowest work ethic. The stuff comes natural to them, but eventually that catches up with them and you all know that. The problem is that the poor work ethic by the best swimmers affects the others, and the attitude on the whole team."

"It is THEM, not the old coach or any other excuse. You need to give them structure and some education as to Why they are doing what they are doing and then you have to try to give them some positive feedback and that is sometimes where you can be surprised at the results that has. Educate instead of dictate. Once an athlete understands that you care about them, it does change the game."

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

"Bob Mattson told this story one day."

"Some of you saw me dancing on the tables the other night after Jenni Franks won the 400 IM. You asked "how did you do it, how did you do it?" Well, I have planned on Jenni winning the 200 IM on Saturday, but I was not expecting her to win the 400 IM on Thursday. Then I had a change of mind and decided she could go and win the 400 IM as well. I knew I had to be very smart and clever as a coach in order to do that. So I went up to Jennie and put my arm around her shoulders...And she said "what?" And I thought to myself "I have to say something very brilliant and clever here, so that she gets it and goes out and does it." So I said "Jennie..." And she said "I'm Okay". So I walked away and she won the national championship."

"The lesson is that knowing when NOT to say something can also make you a famous coach."



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## Finding and Polishing the Diamond in the Rough

*Presented by Trevor Miele, New York University*

Introduction: Well, we thank you for sticking around over the course of the entire afternoon and hopefully, we are setting up for a great convention, you are going to get thrown lots and lots of information, kind of like when you send a kid to swim camp. So much information, it is overwhelming. You are going to have another perspective here in the theme that you can see through every speaker we have had today is we have coaches that are working with very elite students and athletes at the same time. Trevor is no exception and his topic is going to be finding the diamond in rough and how to polish that. He just wrapped up his 5th year at NYU that finished 5th on the men's side and 8th in the women's side? Top 10 finishes on both sides.

NYU was not a top 10 program when he inherited it five years ago. It was a program sitting on a ton of potential, but it took somebody to activate that potential and in our business, it starts with recruiting. But, we all do not get the elite kids, in fact, having coached Division 3, if they get too good then we lose to somebody that offers them the scholarship someplace else. I can tell you that Trevor has started with recruiting, but it is not just a matter of that - it is taking these kids and getting them to the next level. I want to turn it over to Trevor Miele from New York University.

Trevor Miele: All right. Thank you. So, I just wanted to give you a quick background on myself. As you mentioned, I have been in NYU for the past five years. Before that, I was at a college called Stevens Institute of Technology, which is out in Hoboken, New Jersey. When I got to Stevens, the team was not in a great shape. I had worked to build it up. When I got to NYU, the team was not in great shape. I had to work to build that up, as well. But really, both schools cannot be any different. It is basically David and Goliath. You had Stevens, which was this smaller engineering college, about 2000 students. It definitely did not have the name recognition, most of the people that we were recruiting that really knew about it were either engineers, their parents were engineers or they lived in the New York tristate area and the other main challenge or difference from NYU was the male to female ratio.

It was basically about 80% men and about 20% women over at Stevens. So, they definitely presented some interesting challenges and then, I went over to NYU, which is basically the complete opposite in almost every respect. It is the largest private school in the U.S. We have over 25,000

undergrads and over 50,000 with grads. Compare that to 2000 kids over at Stevens. It has got the name recognition, people from all over the world know it. We have over 250 majors, we have 10 colleges, and we have 14 campuses around the world. We have a low student to faculty ratio, male to female ratio of 60% women, 40% men. It could not really be any two more different colleges and to be honest with you, I am super happy that I started at Stevens and not the other way around. It really taught me what I needed to do to recruit, find the kids, attract the kids, and really sell the school. If I think it was the other way around, it would have been a lot different, and I actually went to NYU.

So, I had the big school perspective, had to learn everything I could learn about Stevens, and then I went back to NYU. I do think starting at Stevens helped me quite a bit and finding the recruits at Stevens was very challenging at first. Again, the major problem was not many people knew about it and there are not many engineers and there are, especially, not many female engineers out there. So, when I first got there, I basically mailed like crazy. Our admissions office was pretty helpful. The College Board has this list of kids that take the SAT and who gets certain scores and they can check down if they are interested in swimming and I would grab that list and I would send out thousands and thousands of letters with the hopes of getting one or two questionnaires back. That was definitely a challenge. Once we found some kids and start getting buy in, we did get some headway in certain areas with certain clubs. We were getting a lot of kids from the same clubs or the same area and a lot of times, we were actually getting brothers and sisters.

Definitely showed that the program is working, the recruiting was working; but it was definitely challenging finding those recruits. Then coming to NYU, it was the complete opposite. The first week I was at NYU, I was overwhelmed. The amount of questionnaires and e-mails I got the first week was insane, just because the amount of people that knew about the university was insane. So I had to sit down with my assistants and really figure out how I was going to manage the onslaught of questionnaires and recruit e-mails that I was dealing with. I had to come up with a system that really handled it and was able to figure out who were those diamonds in the roughs as opposed to who might not be there. Ultimately, we sat down and figured out how to organize it all and came up with a process that worked really well.

When I was at Stevens, I was the person handling everything. I was talking to their parents, I was talking to the recruiters, and I was sending out emails; I was doing everything. When I got to NYU, I did not have that opportunity. I just had too many people that were coming in. So we started basically coming up with the system on how and what we would do with these kids. The first thing is when they would come in, we would look at the time standards and when I first got to NYU, and even when I was first at Stevens, we were basically recruiting anybody that can move at that point. As we have gotten better and better, we have obviously put the time standards higher and higher, but it is one way. I hate recruiting on time standards, especially if we are trying to find the diamond in the rough. One of the great stories I can tell you is about one of my first years at Stevens, I had this kid that came in.

I guess he was a recruit, he was about a 2:02 200 freestyler and [laughs] he earned the spot on the team and he came in his freshman year. He was a high school swimmer, swam about 4 to 5 practices a week in the high school, and came into my program. I would say he was definitely not a hard worker and he was definitely very immature but, worked through it, stuck with it, and by the end of his freshman year, he was down to about 1:49 in this 200 free, which is amazing progress. He definitely motivated himself, he came back sophomore year motivated, worked a little harder, and I think that year he dropped down to about 1:45. Junior year came back, worked harder, more motivated, and I think he was down to 1:42. By the time he was a senior, he was down to 1:39 of this 200 free and got down to 2:15 in his 200 back. So, I was having to miss out on a kid like that but, when I am at NYU, at this point we have just so many kids coming in, we have to figure out who is the legit recruit, who we want to bring in, and we want to know why we want them at that point. So, when we first get a recruit in, we definitely rank them based off of how fast they are.

We have what the levels are for NYU and what we are looking for academically. We rate them based off their academic history. The next big thing is interest level and what I think about interest levels is probably a lot different than what maybe you guys do, because we are in New York. We are right in New York City and I think a lot of what I need to figure out on who these actual legitimate recruits are and kids that want to come and swim for my program is who wants to be in New York City and who wants to be at NYU and swim for my team. So, I will talk later about how we figure out who those are. One of my first years at NYU with recruiting, I think I found a lot of people that wanted to be at NYU and be in New York City and deal with or partake in a lot of the extracurriculars that being in New York City has to offer. That is definitely another way we try and weed them out and we will talk more about that. "Feedback," it is definitely something we used to determine who our recruits are.

I know that most club coaches are really busy and it is tough to get them on the phone and answer emails. I, also, think there is a lot of political correctness that goes on. I think, for some of the kids that might be the hardest workers, they do not necessarily throw them on the bus, which they probably should not, anyway. But, sometimes I have to take that with a grain of salt and read between the lines when we do talk to coaches. Especially now, video analysis is enormous. I do not go out to many meets, to be honest with you. It is important for me to be on campus and meet with recruits and talk to their families. I think by being able to see the video of what they look like, we have pretty specific things that we are looking for - obviously the stroke technique, but their turns. We love dolphin kick, we want to see how far they are kicking out. I can watch that on a video and nowadays, parents and everybody's videoing it.

So when we have a recruit, I will shoot him an email, 'Hey, can you send me over your footage? Send me over a YouTube link.' I am able to get that, I am able to look at them pretty quickly and we are able to evaluate them based off of that. So, those are definitely some criteria of what we look for on the initial side. From my perspective, though, we identify the kids, but now we have got to get them to come and I think what is really important is to learn everything you can about the university. I went to Stevens and I knew nothing about engineering. My parents, nobody in my family were engineers. At that time, NYU, where I went to my undergrad, they did not have engineering. I was never exposed to engineering and to immediately get thrown in there and expect to recruit these kids, and most of the time, a kid that is studying engineering, one of their parents is probably engineers and for me to go up there and confidently sell them on Stevens and what a great engineering school was, I needed to learn about it.

I sat down with everybody I could meet. I sat with the Dean of Admissions and the Vice President of the University. I met with Heads of Departments, professors; talking to the kids on the team endlessly. The more I could learn, the better I could sell the school and the more in-depth I could sell it on the academic side. I went to NYU and now, I am selling it. And for me, that is a hell of a lot easier because I went there. It makes sense to me, I knew about it but, even at this point, I still spend a lot of time learning about NYU because it is this monster university with 10 undergraduate schools, all these different majors, and just, one example, is our admission staff meets with at NYU. They meet with department heads of each of the different schools and we actually have one coming up on Thursday and they invite all the coaches. I go to every one of them. I bring my two assistants with me. We sit down and we listen and it is great because I learn about all the new programs going on, but for me, especially at the university, I get to meet people. I get to meet the deans of all these schools.

I get to sit in a room with all of the people that are making the decisions on admissions and they know who I am. The Dean of Admissions, Shawn Abbott is there at every meeting and he comes up to me and he talks to me about swimming and what is going on and where we are in the season. For me, it is definitely a point for me to learn about the university and what is going on in NYU, but also having the face time with some of the most powerful people at the University making decisions, not only helps me, but also helps potentially land these diamonds in the rough. Learning how to sell it and just making friends and contacts around campus is extraordinarily important.

The next thing there is 'campus visit' and I mentioned before, when we go through and trying to figure out who is legit, who is really interested or who just wants to come to New York is something I had not figured out in my first year. We were just basically inviting kids on unofficial visits, where they would come into the city and spend the night or two nights with the kids and the team and they would leave. What I quickly found out was a lot of those kids were basically using it as an opportunity to come visit New York City and I need to figure out a way to still find the kids, but also not use it as a vacation for them and find the kids that were seriously interested in swimming for my program. What I found is that you need a lot of parent involvement for my perspective and you need 'buy-in' from the kids.

What we do is, in order for a recruit to be able to come on to campus for an official visit, they have to visit unofficially with their parents and they have to come in and attend an info session with the admissions office. They have to meet with me and they have to do that outside of an official visit. That shows me that they are confidently interested into the university, they are obviously spending their own money to come out to visit it. I am getting to

meet their parents and if they do like it and the parents buy in, then they can come back with the official visit at that point. But, it is definitely a big way that we try and weed out who we want and who we do not want there. The last bullet there is just 'sealing the deal.' NYU is D3, Stevens was D3; we do not have scholarships. We do not have athletic scholarships. The universities do give out academic scholarships, especially at NYU. Most of that money comes from or goes to the families that really need it. They have to fill out the FAFSA form, they have to fill out their CSS profiles, but the large majority of the money that is being doled out is going to the kids that really need it, those really low, underachieving kids.

To be honest with you, most of the kids that we are recruiting do not fall in that class. They are mostly middle to upper class and they are not getting those scholarships. One of the parts of the recruiting process is asking the tough question: 'is the cost of NYU going to be the number one decision for you coming to the university?' If those kids come back to me, they talk to their parents and they say, 'That is number one.' I have got two other kids that are going to college. I do not know if we can afford \$75,000 a year. So, at that point, I am like, 'I appreciate that. I am not sure we are the right bet for you. I would still encourage you to apply. We can see if the financial aid package comes back but, I am hamstrung. I cannot go to the admissions office here and I cannot go to financial aid to help you out with that. Again, all those things combined is helping us identify who these kids are. There are a lot of swimmers. We are D3; there is a big spectrum of kids out there and trying to find those kids and weeding it down is definitely something that is pretty important.

One more point on the campus visit there. I do not know how many of you guys have actually been to NYU, but I am sure the preconceived notions that you have is that NYU is like in the middle of Times Square and there are these tall buildings everywhere, there is people walking around, there is honking, there is just mayhem and I think that is a big misconception. The other big misconception, it is New York City from 1980 with crime written all over the place. That is, again, why I want the parents to visit because it is not that. If you come to see our campus, it is in Greenwich Village. It is quiet; it is this hip, trendy, pretty well-off area and it is centered around Washington Square Park. All of our buildings are in four square blocks, so you are not taking a bus somewhere or the train downtown. It is, actually, a lot more campus-like than you would actually think. That is a big reason I want the parents to see that and if it does make sense, they walk away, they understand what the university looks like, and how it all fits together. Then, we can bring them back on the visit. Does that make sense? Hopefully.

So once we get the recruits to apply, we ask them to come and we help them with the admissions process. Then, how do we identify these kids and then how do we get them faster? A big reason why if you go to NYU is that we are not a normal D3 school, not to put down D3 schools. But, we are the largest private school in the country; most D3 schools are a lot smaller. We have a lot of built-in advantages and I do think we are D3 program that operates and has the opportunities and the resources of a division one program. I really enjoyed my time at Stevens. They had some great resources there, but it is nothing compared to what we have in NYU. While I would love to sit up here and take credit for how fast our swimmers get, I have little to do with it because I have so many people helping us out and, again, you can see just first thing there is 'assistant coaches.' I have four assistant coaches; I have two part time assistant coaches and two full time assistant coaches. I have a full time diving coach.

We have a full time strength and conditioning coach and a staff, so I do not run the weights. We actually have people that know what they are doing;

they will teach them how to do and we will talk more about what we do and all that stuff. But, actual people, they know what they are doing, which is great; which I did not have over at Stevens. Medical staff, we have four full time trainers, we have a team doctor. Our kids can go after practice and take ice baths, get massage, do the cupping thing that Phelps had. So, we have all these great resources, so it makes my job easier. It also helps our kids develop into better swimmers. We have a team nutritionist and we have a team psychologist. They will come in, they will meet with our team as a group, multiple times through the year, but they could also meet with our nutritionist and psychologist one on one.

So if they want to go over what they are reading or how they are getting nervous before the race, they have the ability to go do that. Just a quick example on nutritionist. Our freshmen just got on campus yesterday. I had a meeting set up, next week, with our nutritionist and our freshmen. He's going to, in a classroom situation, explain to them what they should be eating and the difference between carbs and proteins and then he is literally going to walk them over to a dining hall and show them what their plates would look like. I am a pretty bad eater, so that helps me that somebody knows what they are doing can actually take care of that. Last year, we have a lot of kids on our team that, with the academics and the rigor of our swim team, they get stressed. My wife is actually an educator. She was telling me about this great coach that she was working with for mindfulness and when I first heard it, I was like, 'I do not know about that.' I was thinking, one of those guru guys, who is shaking symbols and stuff like that.

Then, she sold me on it and so I went to our athletic director. I told him that I really would like for this guy to come in and work with our team and they approved it. We had a workshop set up last year of five different sessions, where this mindfulness coach came in and helped them and taught them how to meditate. For some kids, they hated it and went in one ear and out the other. But, there was definitely a group of kids that it worked for. So again, just more opportunities and more resources. We have something in what you call the 'academic affairs office.' It is an office that is set up and run by the provost at NYU. They monitor our student-athletes to send out evaluations to their professors twice a semester. We know right from the professor what their grades are, their homework grades, and we will know if they are showing up for school. If they are doing poorly, they get called in and they meet with the head of the department one on one. If they need services, they will get them services and they will get them tutors. Whatever it is, they have the ability to step in and really help our kids academically.

Then the last thing, New York Langone is the NYU Hospital, which is a phenomenal hospital. One thing I really wanted to work on after last year is flexibility. I went to our head trainer, Nicky Webb, and I was like, "I would really like to figure out a way to stretch better in the beginning of practice. I would also like to figure out ways of measuring it." I do not know, we do all the stretching and I have no idea if it helps or not. So she was like, "Well, we have a Sports Performance Center up at NYU Langone." So, she set up this meeting and I was expecting to go meet with a secretary or something. We go up there and we sat in this big conference room with six doctors and six physiotherapists and they were totally engaged. Now they have redeveloped, redesigned their whole pre-swimming stretching program and they are running a huge study on us, actually. Next week, they are coming in and three times during the year they are testing the flexibility in their shoulders, their hips, and their ankles. They are going to do a whole study on us. Again, all these resources at the university has really helps us get our kids to the next level and it is something I am pretty grateful to have.

I do think it is really important to be on the same page with your athletes.

I am highly structured, I would like to start on time. I just had a meeting with our freshman last night and I said, "If you are five minutes early, you're late. You need to be in places on time and you need to set expectations." I try and be upfront with them of when the practices are and what we want to do. Nothing is just popping out to them, so they are not getting caught off guard by what we do or how we practice. I will talk a little more about our training groups and all that stuff in a minute. I think it is really important for them to understand our season plan; when we are training hard, what we are tapering for, and what our ultimate goals are- which in our case is to challenge a win for NCAA Championships.

I will tell that to them. During the recruiting process, I am pretty upfront with them on what we do and how we do it. Then I continue to reiterate that during the entire swim season. Meetings; I meet with our kids individually, I meet with our freshman every other week, individually, to go over their adjustment and how they are doing, what they are doing, and what their grades are. For me, it just helps. Freshman are generally pretty quiet, especially their first month. It just gives me one on one time with them, where we can just talk about what is going on. Then, just quickly again, our season plan and taper and what we are doing. I think it is important to communicate that to them and how we do it.

So, what we actually do in the pool. I mentioned I have two full-time assistants and I have two part-time assistants. So, we break down into three different training groups. We have got a sprint group, a mid-distance group, and a distance group. I run the sprint group, my assistant, Kyle McNeilis, runs the mid-distance group, and Erica Belcher runs the distance group. We have an eight-lane, 25-yard pool. We run a lot of practices. We are on the pool deck almost all the time together. I think it is really important for my assistants to learn how to coach because I do not want them to be my assistants very long. I want them to get out and be head coaches somewhere. So, I give them a lot of autonomy. It is definitely my philosophy. I give them the ability to write practices and they run their group as a smaller team. I think that is really important for them. I think it makes them better coaches.

We definitely have distinct philosophies for each group. Our sprinters, we sprint. We do not do ton of yards. They might max out at 4,500 yards, but everything we do in them is pretty fast. Our sprinters and mid-distance kids are in the pool eight times a week. Our distance group will have a night practice. The distance group is definitely doing much more yardage. They are in the pool nine times, they are definitely getting after it. There is no doubt, they are working their aerobic base, complete opposite of our sprint group. Then our mid-distance group is obviously in the middle. Some of their practices are geared toward speed, others are more aerobic. Within our mid-distance group, we have one group that is more freestyle oriented that is more focused on the one to two and the five, and then another sub-group that is more stroke and IM oriented.

So it is like four groups within three groups, if you think about it. We are co-ed team. All our practices are broken down by groups. Our guys and girls sprinters swim together, same thing with mid-distance and distance, except for Tuesday and Thursday afternoon. Every afternoon, we always run two practices. The first one on Tuesday afternoon is just for the women, the second practice is just for the men. We repeat that on Thursday. The reason we do that is I want to mix the group together. We have IMers that will be in the sprint group, mid-distance, and distance group and that lets us put them all together. They will go after it and those are probably our best practices that we have for the week. Some days we might take the 800 free relay because, again, that crosses over groups. We will put them together

and they will go after it or we will put our backstrokers together.

It definitely mixes it up, the kids love swimming together. I think it also gives the men's and women's team some time to develop their own identities. Then when they get out of the pool, they each do their own different cheers and stuff like that. Those are probably, from a coaching standpoint, our most fun practices that we watch. I think the kids enjoy it as well. We will have a Friday afternoon, we break the breaststrokers out. Again, the breaststrokers, they might be in all three groups. We have a special practice just for them on Friday afternoon. Those are the only people that are at their practice and it is just the breaststroke practice.

We do a ton of kicking, it sounds like almost everybody in college swimming I feel like does that now. We do, obviously, just kicking with boards. Underwater kicking, I think if you cannot underwater kick at this point, you are losing out. If there are any club coaches in here, focus on that because that is what the kids that succeed on the college level are kids that can hold great streamlines and kick out. It is tough to teach them that, but it is something we focus on and the better a kid can underwater kick, the better they are and obviously just being able to kick to finish up a race is enormous. Drills, I know you go to the conventions and these coaches get up and talk about all the drills they do. I do not know how they fit it in. We are a D3 school; we have 19 weeks. I would love to do drills all the time and redevelop kids' strokes, we just do not have the time. We do not do drills.

We do drills. I am not going to say we do not, but we definitely do not do a ton of drills. Our goal is that watching the video analysis, we are bringing recruits that have pretty good technique. What I want to do is make small adjustments to it. I think kids, especially nowadays, understand and really get a lot of help from video analysis. I think cell phones and iPhones are enormous. So, again, we are not going to do drill sets. We are going to get into a main set and if I am watching somebody, I am working with the kid, I am going to pull him out and say, 'Look, this is what I want you to do.' Then, I am going to videotape them and if they are not changing, then I am going to pull them out; I am going to show it to him. Then, we are going to keep repeating that until we, hopefully, see progress because I do think that for them to visually see what they are doing is better in my opinion and is better than just doing drills over and over. I feel like there is a lot of disconnect between the drill to actually doing it in the pool at that age.

On the club level, I think it is great because you guys have them all year round. On my level, I just think it is very tough to change a kid's technique for 19 weeks. We need to get them in shape and then we need to taper them. So, the video analysis, as well on the phone, I could just text it to them or I can shoot them the link. So they have it as well. They can go home, they can watch it and they know we are on the same page. We do a lot of race analysis. I think it is really important to focus on, especially again, underwater kicking and how many kicks kids are taking off the wall. Especially in butterfly and breaststroke, we work on stroke counts and trying to hit those counts. I think it is great because it takes kids' minds off of what they are actually doing. I think if you can teach a kid to take five strokes on a lap, they are less likely to think about other things when they are racing and I think it just really hones in on what they are doing.

We do rates and tempos for backstroke. We do not do as much rates and tempos for freestyle, but it is definitely something we do. I was watching last year, we had one of the girls, a freshman on our team who came in and she was a little off in her events. We went to our mid-season meet and I asked her for a video from when she swam really well in high school to compare what happened at our December meet. I was able to go back and

her turns were terrible, like her turns in high school were great. Then she was turning over, gliding into the wall, and they were just slow. I am able to show her that and timing it out, it was just a quick area we could improve and she was like, "Yeah, I guess I was just getting lazy on that." It is something, little things like that help quite a bit rather than just doing drills over and over and over again. I am definitely not one of the guys that really focuses on a ton of drills.

What we do outside the pool... we do a lot. We do a lot of lifting in dryland. We lift three days a week. We do three days of dryland and we do a yoga session each week. So again, I mentioned that we have a full strength of conditioning staff. I sit down with them probably on a daily basis to go over what we want out of it. They know when our tapers are, they understand swimming at this point, which is phenomenal, and they run it. We do Olympic lifts; we do a lot of power lifting. Most of the kids coming out of high school have no background in that and I am totally fine with that. Our strength coaches will teach them what to do. They are not allowed to use a weight until they know what to do. They have to learn the technique. They will get a bar and once they learn how to do it with the bar, then they will start gaining weight, and hopefully getting stronger and more powerful. Again, we are doing three lifting sessions a week.

Our dry-land is done in a circuit. Our circuit, depending on where we are in the year, will take between 30 minutes to about 45 minutes. Generally, they are going after things for about 45 seconds on a minute or 15 seconds rest and it changes a lot. It is definitely core body focus. There is a lot of abs in there that we are doing. We will use med balls, we will use hurdles, and we will use TRX in there. We do boxing. We push weighted sleds, we use a heavy rope. We do a lot of different things and mix it up. They generally like it. Their heart rate will be up for 30 to 45 minutes. They are getting a lot of aerobic capacity out of it. I know when we leave the weight room it is like a puddle of sweat on the floors. It is absolutely disgusting, luckily, we have people that clean that, so I do not have to deal with that.

I think it helps a lot. Then yoga, we do yoga on Friday mornings. I think it is great with recovery. We do it on Fridays because I do think it helps a lot with recovery. I definitely think it helps with their flexibility, obviously core strength, as well. But, even more important than that, it is like an hour of relaxation; everything we do is pretty intense. Then for an hour a week, they get to hang out with our own instructor. She comes in, she shuts the door for the gym, plays her crazy music, and they just get to unwind for an hour together as a team and I am not there. I think that helps quite a bit. Again, we talk about finding those diamonds in the rough. On the D3 level, especially, getting kids stronger is just enormous because we are not coaching them year round. I think you can make tremendous gains by getting kids stronger because I just think that there is a lack of facilities on the club level or the high school level or just the lack of being able to coach them up with their strength. It is just an area where I see tremendous gains.

I can tell you about one of our freshmen that came in last year. She was pretty good. She was a 2:06 IMer, she had great stroke technique, but she did have a problem with her wrist in high school. She really did not touch weights, she did not do any dry-land. She came in; our strength coaches are great. They modified what she did and she got stronger. As the season progressed, she kept getting faster. By the end of the year, she went 2:00.6 or 2:00.9 in her 200 IM and she won the 200 IM in NCAAs. Just little strength gains, I think, go a tremendous way. Especially, and I do not want to talk about the women, but I think on the women's side I see a lot of times that women peak physically; they are not getting much stronger in their junior and senior years in high school. I think you see a lot of kids just plateau with

a lot of ladies plateauing. I think that is where you see a lot of kids burn out because they are not kicking it to the next level or not getting faster.

We get a lot of kids that have improved for about a year or two. We bring them into the program, we specialize how they are training. Then, we get them stronger and we see tremendous time drops. Another freshman that we had in last year, she was a 400 IMer. She was stuck at about 4:29 in her 400 IM for about three years; she just was not getting better. She came into our program. We changed up her training, added some strength, and she dropped down to a 4:24. She was able to drop five seconds after not dropping for three years there. Again, it is definitely a big part. Lifting on the guys' side, the guys love it. They just want to get bigger and stronger so they can flex their muscles and get a date. We do spend quite a bit of time outside the pool definitely getting stronger and more powerful and that is what we do.

Any questions about that?

Male Speaker: The strength conditioning stuff, when you look at a kids, what are you looking for?

Trevor Miele: Yeah. So we are D3, so I do not give out scholarships. So I cannot pick and choose how big a kid is, I wish I could. Ideally, I like a kid that is 6'6", 150 pounds because then we could bulk them up and make them huge. When I am with a phone call with a kid, I try and find out what they have done in the past. "What are you lifting? What's your dry-land?" I do think kids that have no background, sometimes it is a homerun because that is something you can definitely add to the program and get them stronger or get them off a plateau to the next level. Obviously, the bigger, the better for guys and on the girls' side, the taller you are, it is helpful. We have some smaller guys that are a little squatter.

Female Speaker: What do you do when they come to you and they tell you, "This is it. I'm done for now."

Trevor Miele: I have a policy you can only quit once. So, you cannot quit and then come back. I had a predecessor that did that and kids kept saying, 'I have an internship, so I am going to quit and I will come back next year.' We spent a lot of time recruiting you and building you up and you are part of the team, then just come back and forth? We do not let that happen. I will tell you that is your decision. If that is where you are going to make, just understand this is going to be a final decision. We will talk about it, it usually does not come out of the blue. Usually, somebody does not pop into my office and be like, "I am quitting." I think you need to see what is going on. I think communication up front helps. For our case, we are in New York City, so a lot of our kids start getting interested in internships and doing internships and joining clubs.

You can see where they are going. I think it is important to think, 'Hey, let's get them back on before they get to that point.' If somebody is about to come into my office and tell me they are going to quit, they thought about that and that is a pretty big life decision. They have probably consulted their parents on it, they have probably talking to a lot of people on the team. So I do not necessarily say I am going to talk them back into it. I am going to give them the benefit of the doubt to see if we can change their mind without wringing their arms, if that makes sense.

Male Speaker: How much of what you hear from club coaches do you take to heart and really believe?

Trevor Miele: Yeah, the question is: if we call a club coach and we might not get the most straightforward honest answer, how do you tell if it is political correctness so they do not offend the parent and gets back to them? To a certain degree, obviously, having a relationship with a coach helps. I do think you need to take a lot with a grain of salt and listen - really listen- to what the coach is telling you because I think they will use words. Like ask, where are they? And are they in the front of the lane or are they in the back of the lane? How many practices a week do you offer? 'I offer eight practice, how many do they go to?' They go to five.

Then you get the kid on the phone and back them up and see what the kid says. It is not easy. One thing that we tried, it was to have a questionnaire and I would send out to the club coach. It was just, like, 'rate their underwater dolphin kick ability, rate their competitiveness,' just rate all these different things. So it was more, 'one through ten' as opposed to more objective. I do not know if that helped very much, it helped a little bit. It is just less using your ears and using your brain to sort through what they are telling you, if that makes sense.

Male Speaker: Do you use the information coming from club coaches?

Trevor Miele: Yeah, no, I love getting the feedback. I put myself in the club coaches' perspective. A lot of club coaches have other jobs and have a lot. If they are done with their practice and they probably want to go home and see their families. Then they got me knocking on their door asking them all these questions. That is one reason why we came up with the quick questionnaire that they could pop it in and then have a section there, where it is like, 'Hey, put down any feedback you have and if you want to talk, let's talk.'

I just know how precious time is. I have a family of three kids and I do not want to put a club coach in the same predicament that it is 8:30 at night and that is the only time they have seen their kid all day. Do they really want to talk to me on the phone that much? I give the club coaches the option to talk to me and talk about it. I do not want to make them do it, but I totally agree with that. If a club coach wants to call me, I will talk to them all day. Other questions?

Female Speaker: Can you describe how the growth has changed some of your new standards for recruiting?

Trevor Miele: The kid I told you about, Dan, he started his junior year for me and NYU at this point. It is tough to take that kid at this point just because we are probably about 70 kids, about 35 guys and 35 women. So it is tough to just continue to take a lot of kids on and that is what kills me. A kid that started swimming two years ago, who has dropped a ton of time, and I have a freshman that is coming in this year, a kid from California, he actually dove for his first two years and then swam last two years, but he got real fast. I do not discriminate, if they can have the time. It is just tough to take a kid that might be a guy that is like a :52 100 freestyler, who went from like a minute to a 52 that year. That is great, but I also have :47 and :46 guys. So it is 'yes and no' at that point. What I do tell kids is stay in touch with me, let's keep talking. I think guys, especially their senior years, see tremendous time drops and we will have a kid that is a :51, :52 freestyler who drop down to :47, :46. I do my best not to just push kids away. I do not like doing that and we will continue to keep tabs on them. I always will stay in touch with them, but a lot of times those kids have tremendous upside. Other questions? Well, that is my contact information, if anybody ever wants to call me or e-mail me, feel free or if you are in New York drop by. Thank you.<sup>ASCA</sup>



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# 50<sup>TH</sup> WORLD CLINIC SCHEDULE

SEPTEMBER 4 - 9, 2018 • ANAHEIM, CA

## Begin CSCAA Track – 3 talks in afternoon

### TUESDAY - 9/4/2018

Ray Anderson- ASU Athletic Director	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	9:00AM - 4:00PM	Level 4 – Leadership	Schools
John Leonard	8:00AM - 12 NOON	Swim Meet Coach	Schools
Guy Edson	1:00PM - 5:00PM	Writing Workouts	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 –**

### 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	Schools
Steve Morsilli, Pleasanton Seahawks	9:00AM - 5:00PM	Level 3	Schools
Paris Jacobs, (Machine Aquatics) & John Bitter, Santa Clara	9:00AM - 5:00PM	Level 5	Schools
Charlie Hoolihan	1:00PM - 5:00PM	Dryland for Explosive Power and Speed	Schools
<b>Don Swartz</b>	7:00PM - 8:15PM	<b>Keynote talk: The Many Faces of Coaching...A Tribute to our Profession</b>	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

**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 - 9:00AM	TBA	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
2017 AGCOY – Rob Norman, Titans	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
Mark Luko, PT, DPT, CSCS	TBA	How breathing affects posture in swimming	Science
Keenan Robinson & Dr Danny Mistry (USA Swimming Sports Science)	TBA	Concussion Management in Swimming	Science

**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
<b>ASCA Business</b>	9:00AM - 11:00AM	<b>Meeting &amp; Elections</b>	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 JON URBANCHEK & BRUCE GEMMELL**

## 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

## 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

**FRIDAY - 9/7/2018**

**PM – High School track – 3 presentations Continued**

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
TBA	3:30PM - 4:15PM	TBA	Senior
Panel of the Above	4:15PM - 5:00PM	Panel for Questions	Senior

**5:00PM - 6:00PM - 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 - MEETING: - EVENING – 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**

Counselman Memorial Lecture - Benjamin Hardy	8:00AM - 9:00AM	“Thirty Behaviors That Will Make You Unstoppable”	Major Talks
Gregg Troy	10:00AM - 11:00AM	Developing Caeleb 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	TBA	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
TBA	2:15PM - 3:15PM	TBA	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	Topic of His Choice	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



**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	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: 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
<input type="checkbox"/> 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

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Card Number \_\_\_\_\_ Exp. Date \_\_\_\_\_ Signature \_\_\_\_\_

Mail form to: American Swimming Coaches Association, 5101 NW 21<sup>st</sup> Avenue, Suite 530, Fort Lauderdale, FL 33309  
 Register online at [www.swimmingcoach.org](http://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/](http://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.



# ON-LINE Certification Schools & Video Courses

**LEVELS 1, 2, 3 & 4 AVAILABLE ONLINE**



## LEARN More EARN More

**Coaches for students of all ages can learn from the experience of the world's most influential coaches and Olympic swimmers.**

ASCA Online Education now includes an ever-growing collection of online video presentations. Analyze the excellence of the best swimmers in history. It is a must-experience for all swimming coaches.

The Levels 1, 2, 3, & 4 certification courses are sold on our website in the ASCA Store. Once purchased, members may self register and access their online courses via the Member Dashboard. Online educational presentations and tutorials can be found at ASCA's Online Education page on the web at [www.swimmingcoach.org/online-education](http://www.swimmingcoach.org/online-education). Videos and digital downloads can be purchased directly and will be immediately viewable. ASCA has developed several new courses recently including the Advanced Breaststroke and Advanced Freestyle Training. Get started today to take the first step in advancing your career to the next level.

**ENROLL TODAY!**

# THE EDUCATION ROAD TO LEVELS 3 - 4 - 5

First, if you are already certified at Levels 3-4-5 via your Athlete Achievement, Education and Experience, nothing changes. No need to do anything!

As of February 1st 2018, ASCA now recognizes Education as its own Category!

The three legs of the certification stool have always been **EDUCATION, EXPERIENCE, and ACHIEVEMENT**. On the new certificate, if you have coached an athlete with the required Achievement, it will be shown as the word Performance added to the normal "Level 4 – USA-Swimming." \*If you gain a Performance Level 3-4-5 certification, you will receive the traditional ASCA blue and gold certificate.

If you do not yet have an athlete at the required Achievement Level, you can still have access to Levels 3-4-5. They will be termed: "Level 3 Education – USA-Swimming" (or whichever level you earn in whatever category you primarily coach.) \*If you gain Education Level 3-4-5 certification, you will receive the new ASCA red and gold certificate.

**Requirements for Level 3 Education Category:**  
Completion of all Five Required Education Courses and 3 Continuing Education Courses of the available list.

**Requirements for Level 4 Education Category:**  
Completion of all Five Required Education Courses and 4 Continuing Education Courses of the available list.

**Requirements for Level 5 Education Category:**  
Completion of all Five Required Education Courses and 5 Continuing Education Courses of the available list.

So, no need to wait for an athlete achievement for access to our upper three Certification Levels. You can access them NOW through meeting the above requirements. This recognizes that you are highly educated coach and should be rewarded as such.

In this way, while you are still working on your athlete achievement levels, you can be recognized for your commitment to your profession through your education. Education is one of the tools on the way to being recognized as a Great Swimming Coach! (Think of it as the brain surgeon who hasn't done any operations yet, but has completed the highest level of study required to begin doing so.)

Remember there is \*NO change to the current 32 year system of Achievement-Based Levels 3-4-5. This is an opportunity for many more coaches to be recognized.

## ASCA CONTINUING EDUCATION COURSES

Only courses listed; satisfy the ASCA Levels 3-4-5 Education Requirements:

1. Advanced Freestyle
2. Advanced Backstroke
3. Advanced Breaststroke
4. Advanced Butterfly
5. Dryland Training
6. Teaching Age Group Sports Psychology
7. Distance Training (Modules 1-2-3, each module counts as one course.)
8. Coaching 8 and under Swimmers
9. Training Age Group and Masters Swimmers – Maglischo
10. Strength and Flexibility Training for Swimmers – Maglischo
11. Vital Reading for Swimming Coaches
12. Drills and Games – Potts
13. Personal Organization for Coaches – Edson
14. Working Successfully with Swimming Parents – Leonard
15. Nutrition for Swimmers – Maglischo
16. Common Issues and Solutions in Age Group Swimming
17. How to Write Workouts – A Guide for Age Group Coaches – Edson

Tests must be submitted for credit to be earned. Please email tests to [certification@swimmingcoach.org](mailto:certification@swimmingcoach.org). \*Not all schools include a test; in this case, a summary of the course must be submitted to gain credits.

*For Level 3 Education, all five Required Schools and any three of the above CE Courses.*

*For Level 4 Education, all five Required Schools and any four of the above CE Courses.*

*For Level 5 Education, all five Required Schools and any five of the above CE Courses.*

**ASCA Required Schools**  
All 5 ASCA Schools are required for 3-4-5 Education Certification

1. Level 1– Foundations of Coaching
2. Level 2 – The Stroke School – The Teaching of Strokes, Starts and Turns.
3. Level 3 – The Physiology School – the Planning and Execution of Training.
4. Level 4 – The Leadership School
5. Level 5 – The Administration School for Clubs, High School and College teams.

# ASCA REQUIRED CERTIFICATION SCHOOLS

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



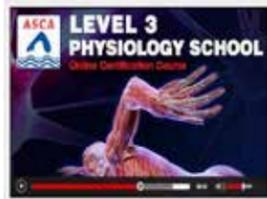
## LEVEL 1: FOUNDATIONS OF COACHING

The Foundations of Coaching course is designed to increase your knowledge and teaching skills to help you become a better coach. Inside you will find: Interviews with some of the top coaches in the U.S.; Coaching advice and stroke drills; Technical instruction and information for developing young athletes. Cost for online course is \$45.00



## LEVEL 2: STROKE SCHOOL

This course is the most popular course in ASCA's history. Over 19,000 coaches have taken the Level 2 Stroke School since 1986. The Stroke School gives coaches practical, useful tools to construct and to a lesser extent correct swimming strokes. This manual is a practical text for teaching. We do just enough science to give you the necessary foundation and then move on to the things that are helpful to you on deck every day. The course is available in either: a home study course book version, or the video-based online course. Cost for book course \*\$50.00 Cost for online course is \$55.00



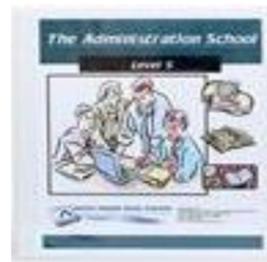
## LEVEL 3: PHYSIOLOGY SCHOOL

Level 3 offers a review of how the body can react and adapt to training, as well as serving as a resource for developing a seasonal training plan. The course gives practical knowledge on how to develop a long- and short-term training plan, and how to incorporate progressions to bring-about improvements. The Physiology School is written in a simple, coach-oriented style. It begins with a review of the interaction of various physical and mental systems, continues with the scientific background for training, descriptions of training methodologies and terms, and then proceeds to discuss the planning of training for both new, developmental swimmers and accomplished swimmers of all ages, up to and including Senior and Masters Swimmers. Cost for book course \*\$50.00 Cost for online course is \$65.00



## LEVEL 4: LEADERSHIP SCHOOL

Leaders are not born, they are made. This course can help make them. Developed from our highly successful clinic course, the Leadership School course teaches specific skills and steps that you need to master to lead children, or other adults, effectively. The school helps coaches understand the agencies and organizations that administratively run the world of swimming. The leadership function is then represented in sections that provide education on the skills, abilities and methodology important in making presentations of all sorts, including written and oral styles. The Leadership School also contains a review of modern leadership literature, a section on personal goals, and 50 great sales ideas to help you coach better. Cost for book course \*\$60.00 Cost for online course is \$75.00



## LEVEL 5: ADMINISTRATION SCHOOL

For the coach who is, or aspires to be, the head coach of any organization; Level 5 covers every topic, among them: budgeting; communications; fundraising; team entries; hosting meets; and working successfully with assistant coaches, volunteers and boards of directors. Frequently described as the area coaches are "weak" in their job, this course is designed to give new head coaches a tutorial on how to deal with administrative tasks--before they become "administrative issues". While not about the "fun" parts of coaching, the Administration School is about the parts that allow a coach to get, keep and prosper in a good job. We recommend that the wise coach take this course *long* before they expect to "need it". Having this information will help you *get* the job you're dreaming about. Cost for book course \*\$60.00

### 2 Convenient Ways to Order

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# ASCA Home Study Courses

Order online at [www.swimmingcoach.org](http://www.swimmingcoach.org), by phone at 1(800) 356-2722 or +1 (954) 563-4930.

Or complete form below and send to:

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

QTY.	Course	Pricing	Total
<input type="text"/>	1. Advanced Freestyle	\$40	<input type="text"/>
<input type="text"/>	2. Advanced Backstroke	\$40	<input type="text"/>
<input type="text"/>	3. Advanced Breaststroke	\$40	<input type="text"/>
<input type="text"/>	4. Advanced Butterfly	\$40	<input type="text"/>
<input type="text"/>	5. Dryland Training School, Second Edition	\$40	<input type="text"/>
<input type="text"/>	6. Teaching Age Group Sports Psychology	\$30	<input type="text"/>
<input type="text"/>	7. Distance Training School Volume 1, 1972-1995	\$40	<input type="text"/>
<input type="text"/>	8. Distance Training School Volume 2, 1996-2005	\$40	<input type="text"/>
<input type="text"/>	9. Coaching 8 & Under Swimmers	\$30	<input type="text"/>
<input type="text"/>	10. Fundamentals of Competitive Swimming for 8 & Under Swimmers	\$40	<input type="text"/>
<input type="text"/>	11. Director's Cut	\$30	<input type="text"/>
<input type="text"/>	12. Training Age Group and Masters Swimmers	\$30	<input type="text"/>
<input type="text"/>	13. Distance Based Training	\$30	<input type="text"/>
<input type="text"/>	14. Strength and Flexibility Training for Swimmers	\$30	<input type="text"/>
<input type="text"/>	15. Dryland Training for Age Group Swimmers	\$40	<input type="text"/>
<input type="text"/>	16. Vital Reading for Swimming Coaches	\$30	<input type="text"/>
<input type="text"/>	17. Drills & Games	\$30	<input type="text"/>
<input type="text"/>	18. Newsletter Bulletin Board	\$40	<input type="text"/>
<input type="text"/>	19. Personal Organization for Coaches	\$30	<input type="text"/>
<input type="text"/>	20. Working Successfully with Swimming Parents	\$40	<input type="text"/>
<input type="text"/>	21. How to Write Workouts	\$30	<input type="text"/>
<input type="text"/>	22. Swim Parent Education	\$30	<input type="text"/>
<input type="text"/>	23. Nutrition for Swimmers	\$30	<input type="text"/>
<input type="text"/>	24. Workout Exchange	\$30	<input type="text"/>
<input type="text"/>	25. Common Issues and Solutions for Age Group Coaches & Parents	\$30	<input type="text"/>

**US Shipping Costs:** 1st item \$10.00 and \$3.00 each additional item. For all INTERNATIONAL orders, please provide your email address so that we may contact you with the cost for shipping and your approval.

Total of Courses Ordered \$ \_\_\_\_\_  
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