

# ASCA NEWSLETTER

American Swimming Coaches Association

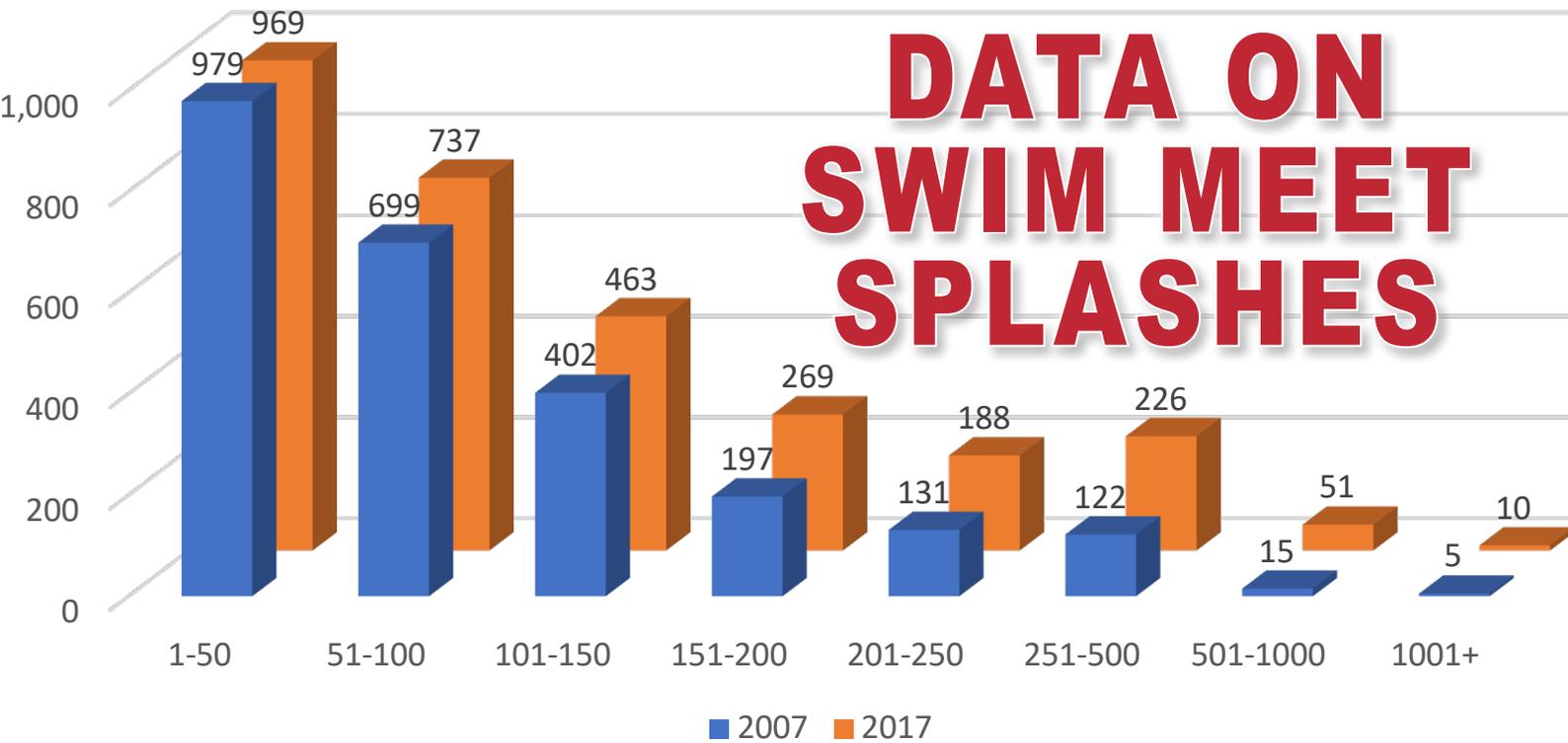
Leadership • Education • Certification

2018 EDITION | ISSUE 4

## Overview of Size of Club 2007 vs 2017

(Bottom Axis=Size of team / Left Axis=# of teams)

# DATA ON SWIM MEET SPLASHES



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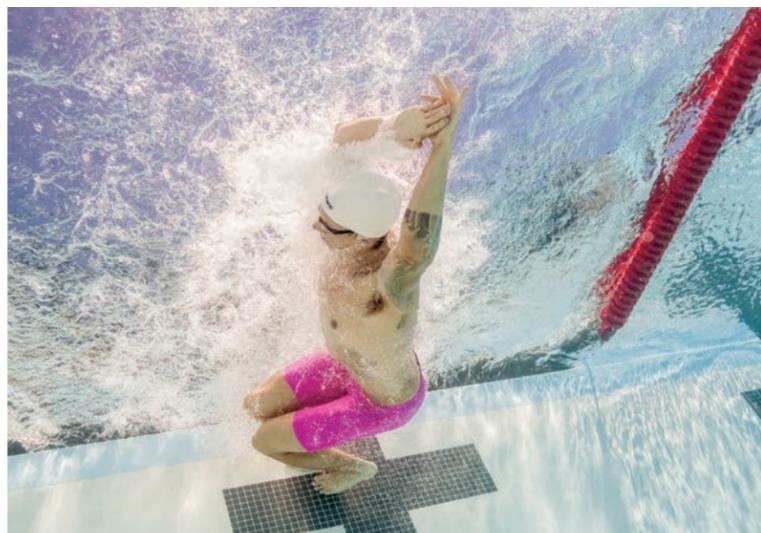
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# EDITORIAL NOTE

Around the world, we hear anecdotes that suggest that the sport of competitive swimming has entered an era of declining interest and participation, that is reflected in “fewer dedicated competitive swimmers.”

Certainly in some countries that are traditional powers, such as Australia, there is a noticeable and significant decline in pure numbers of registered swimmers. We will not speculate here about why that is, but it does raise the issue of what is the status of that question in our own USA?

First, our membership numbers overall are higher than ever in USA Swimming and in high school swimming. USA Swimming shows small declines in 10 and under registered swimmers. Speculation without documentation to support it, says that some 10 and unders are in families that are not ready for the commitment of USA Swimming. Perhaps so...anecdotally, that appears often to be the case. But later, they are joining serious USA-Swimming teams, and the overall numbers rise.

In my opinion, the number of swim meets and the raw numbers of “splashes” in those meets are excellent indications that the health of our sport has never been stronger and more vital in the USA.

Going to the trouble of attending lengthy swim meets has to be viewed as “worthwhile” if athletes and families are going to commit to it. And in recent years, they have committed to it, like never before.

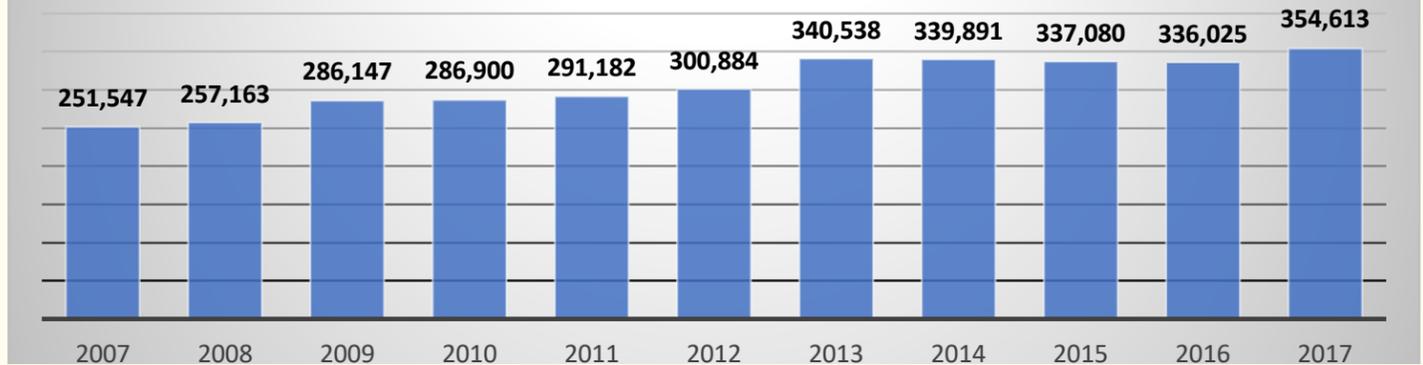
The following data, courtesy of USA Swimming, shows the strength of the American Swimming Sport.

All the Best, John Leonard

# DATA ON SWIM MEET SPLASHES USA Swimming Membership & Growth Information

This is information from some data that Larry Herr & I (Tom) have put together looking at historical membership and swim meet data.

## Number of Year-Round Swimmers by Year

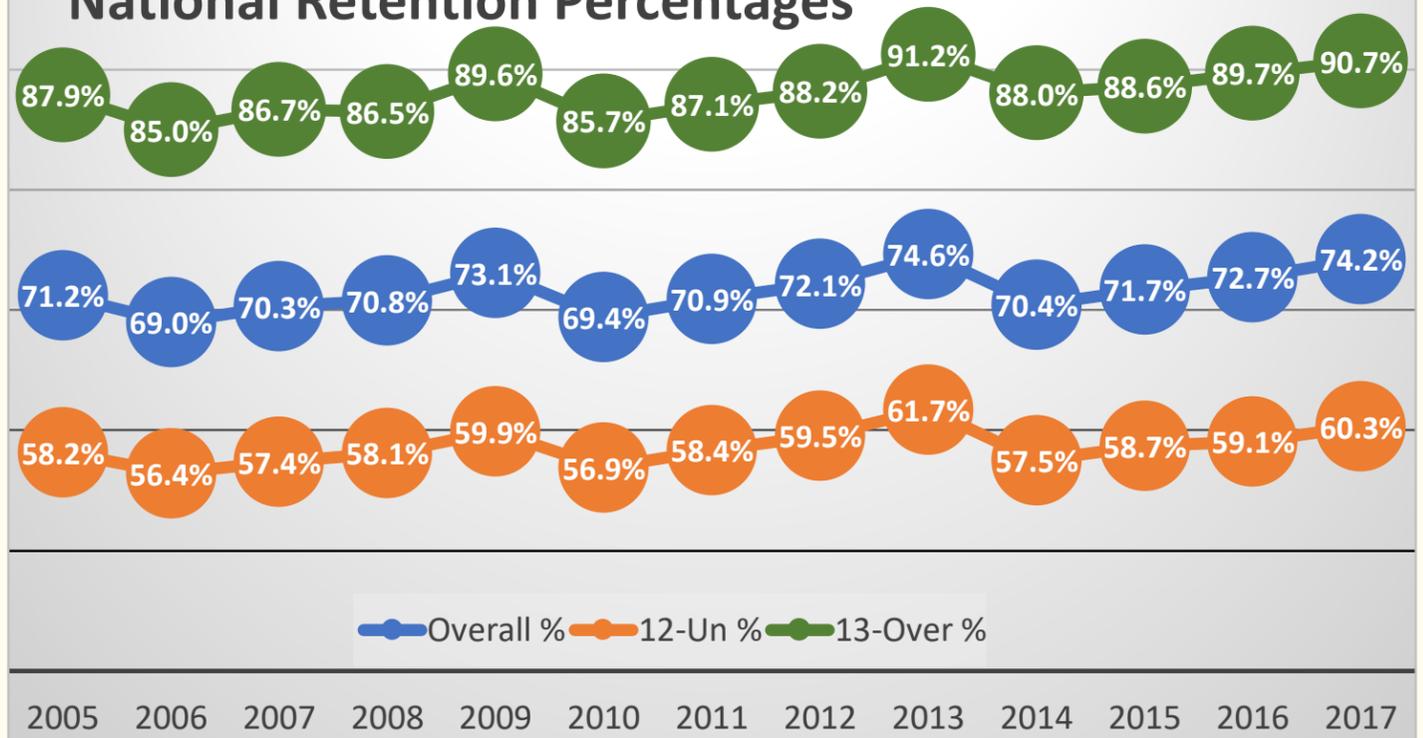


Over the last ten year's USA Swimming's membership has grown by 41.0% (this is only counting USA Swimming's Year-Round athlete membership)

Here is the National Retention rate broken down by:

1. All ages (Blue circles),
2. 13-Over (Green circles), and
3. 12-Unders (Orange circles)

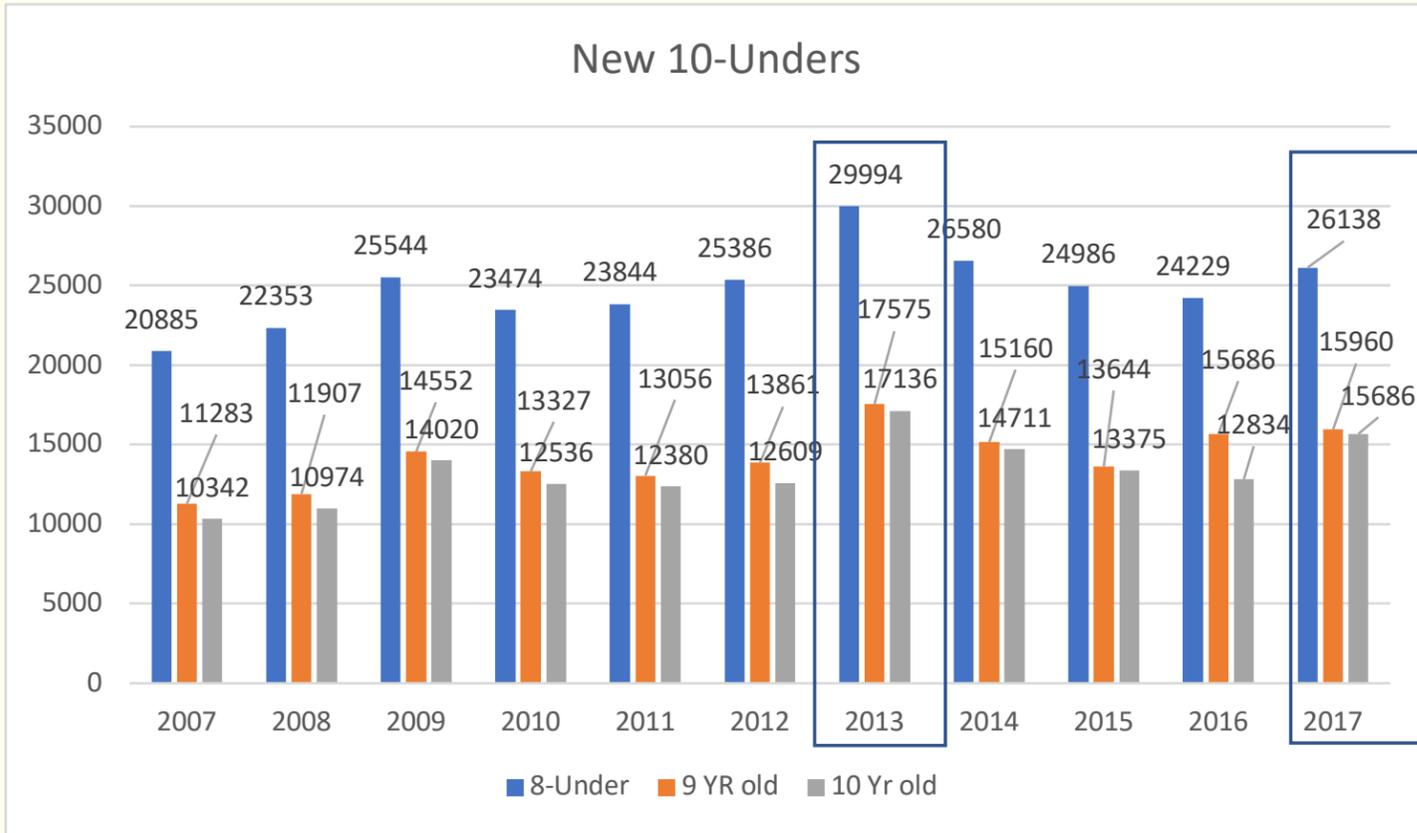
## National Retention Percentages



- Our overall retention rate hovers around 70%
- 12-Under retention is normally around 60%. Which means that 6 out of 10 kids that try swimming stay with it. My friends in other NGBs tell me that they'd love to have this high of a number.

- 13-Over generally hovers around 90%. Which means that once an athlete is on your team at 13 that they most likely will stay with your team (9 out of 10).
- As you can see, our retention generally has a small spike the year after an Olympics

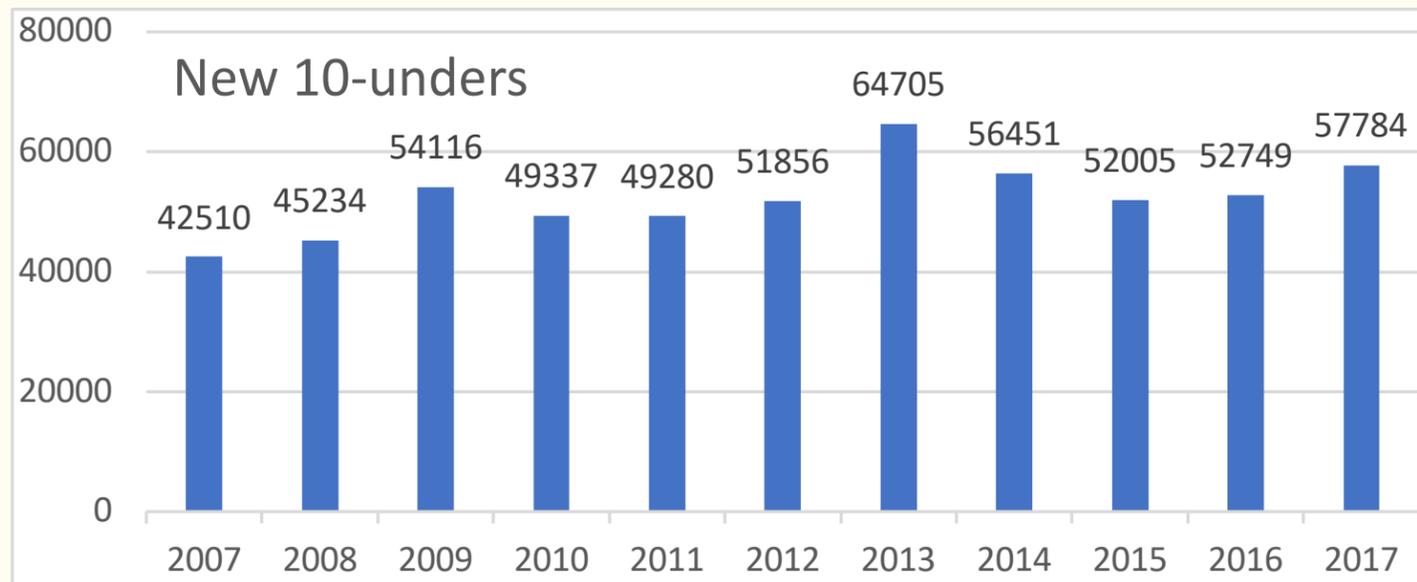
We are a little concerned about the drop in 10-Under New athletes in 2017 compared to 2013.



2017 New 10-Unders compared to 2013 New 10-Unders:

- 8-Under: -3,856
- 9 Year Olds: -1,615
- 10 Year Olds: -1,450

Anecdotally we believe that this drop may be due to some teams registering some of their more novice swimmers through other avenues rather than USA Swimming (i.e. AAU, LTS insurance, etc.). We do think that USA Swimming's Flex Membership that goes into effect for the 2019 registration year may help alleviate this. The chart below is the total of all New 10-Unders.



This is an extremely interesting chart!

- You are looking at the count of swimmers by club size in a club. So, in 2007 there were 979 clubs that had less than 50 swimmers and in 2017 there were 969 clubs that had less than 50 swimmers
- Here is a table with some of data above in broader size categories from 2007 to 2017. It has one additional key figure in the right-hand columns. Those numbers represent the % of all of the swimmers in USA Swimming. For example, in 2007 clubs that had less than 100 swimmers represented 31% of our total membership. However, by 2017 that number had decreased to 22.7%.



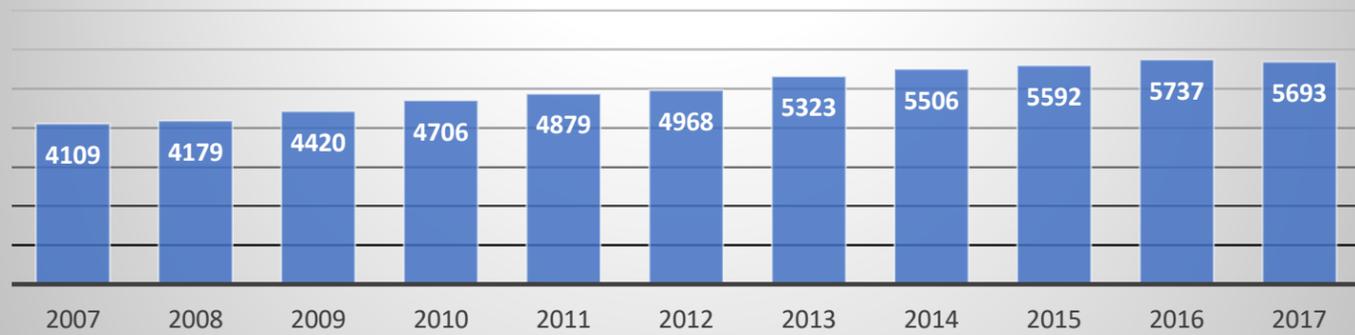
- Here is what I find very interesting- the clubs that had less than 100 swimmers has not changed all that much in 10 years: in 2007 we had 1,678 clubs and in 2017 we had 1,706 clubs. However, in that eleven-year time frame we had a 41% increase in total membership, so you can see that the growth was accommodated in clubs that were larger than 100 swimmers.
- The really interesting number from the table above is that in 2007 clubs that had 201+ members comprised 34.7% of our total membership, but by 2017 that has grown to a little bit less than 50% (47.5 is the actual percentage). Therefore, 475 clubs accounted for a little less than 50% of our actual total membership even though the 475 is only 16.3% of the total number of clubs.

Size of Club	# of Clubs			Percentage of all swimmers represented by club size	
	2007	2017	Difference	2007	2017
<b>Under 100</b>	1,678	1,706	+28	31.0%	22.7%
<b>101-200</b>	599	732	+133	34.3%	29.8%
<b>201-500</b>	253	414	<b>+86</b>	28.2%	33.9%
<b>501+</b>	20	61	<b>+41</b>	6.5%	13.6%
<b>Total</b>	2,550	2,913	<b>+363</b>		

This then begs the question, "Have swim meets and meet participation kept up with the 41.0% increase in membership?"

The following chart is looking at the growth of the number of Sanctioned Swim Meets by Year. The majority of meets in our database are "Sanctioned" meets (the other options are "Observed" and "Approved"-which have also shown an increase)

## Number of "Sanctioned" Meets by Year



There was a 45.9% increase in the number of Splashes held in Sanctioned meets from 2007 to 2017

To recap: from 2007 to 2017

# of Swimmers	41.0% increase
# of Meets	38.5% increase
# of Splashes	45.9% increase

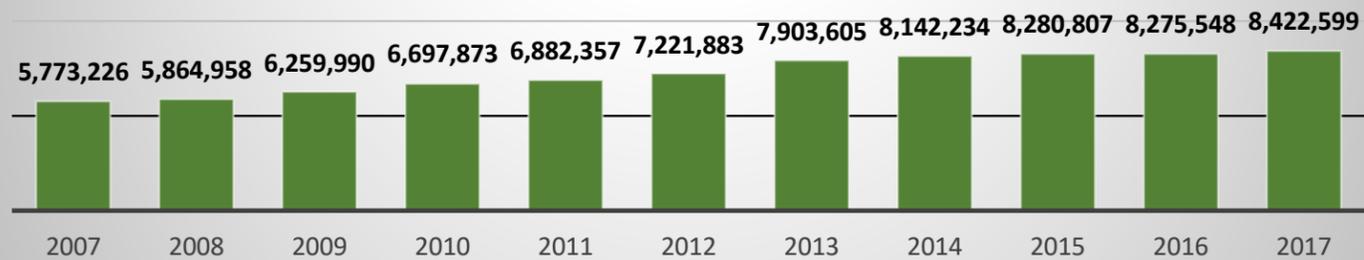
It does appear that the number of meets and number of splashes has kept pace with the membership growth.

And now the bad news on facilities from Mick Nelson:

- There has been a very slight increase in competition style facilities
- There has been a better increase in Learn-to-Swim schools and facilities
- There has not been any noticeable increase in practice facilities

Therefore, meets are filling much quicker than they were in 2007 and we are hearing more stories of age group meets not abiding by the "four-hour rule".

## Number of Splashes from "Sanctioned" Meets by Year



There was 38.5% in the number of Sanctioned meets from 2007 to 2017

The following chart shows the number of actual "Splashes" or swims held in Sanctioned meets.



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# HOW TO DEAL WITH DIFFICULT PARENTS OR ADMINISTRATORS

Presented by Mike Stott,  
The Collegiate School



I guess I can still say good morning. I hope everyone's having a great Saturday. It is actually a nice day to be inside listening to these talks, not the kind of day we really want to be walking around this beautiful town.

This might be the most important topic of the entire weekend. I have yet to meet the coach who gets to coach an orphanage and does not have to work with parents. It is part of what we all do. I would like to tell you after my 40 years plus of coaching, that even owing my own team I figured out I had to take care of it, but that does not change anything. Parents are always there and it is something we need to deal with.

We are lucky today. I am not going to read all of his accolades, you can do that in the book yourself. Michael Stott has been coaching in Virginia for close to 40 years, has been very involved in various levels of both community and recreational swimming, and Summer League, and of course, coaching with year round Club team. The topic today is dealing with difficult parents and administration. I know it is something we have all come to see. Without further ado, I would like to introduce Michael Stott.

[Clapping]

Michael Stott: Ira, thank you. Gosh, I am going to be reasonably stay close to my script here, so if I do not deviate from the podium so much, that

is your loss and probably increasing my comfort level.

I want to thank you for coming. Ira was a little generous with the number of years I have been a club coach, but I am going to let that pass and tell you that my years as a Summer League administrator, which is just about 40 now and as a high school coach have been rewarding, but not without their trials and tribulations. I am going to assume that some of you have also experienced that and if not, you probably have not been in the profession very long and your day will come. I trust that something I say here may help you in future to read the deliberations or may help you with a problem you have currently.

I am going to start in this difficult parents and administrator conversation with talking about administrators and your relationship with them as a coach, only because I am assuming that is a hierarchy under which most of you operate.

How many of you are in a school setting? Just to see a show of hands here. Okay, most of you and I am hoping that there are some things I would say here that you can relate to. I would also like this to be interactive. I know when Jenn spoke yesterday afternoon, hands were going up all over the place and people were asking about this and that and I am going to make a reference to something she has provided. If you get tired of me, at the end of

the talk, I suggest you go talk to her, especially about her hand book.

Probably the key to getting along with your administrators, your parents, and your swimmers is something you all know - it is good communication. Clear, concise communication makes it easier. It also gives you an opportunity, I think, to pick your battles, which is a survivor skill. That, for me, developed probably a little slower than I would have liked.

I formally retired from my position at the Collegiate School in May and I was given credit by the administration for three things. One was my communication skills, another was my organization skills, and the last was strategic skills. I think it also helped that my teams won a lot. School seemed to like that, particularly in times when basketball teams were not very good. The phrase that stuck with me was - 'God, did he communicate,' and probably to a fault, sometimes. But, when you have so many different moving parts in a school environment, and I coach 7th and 8th graders and the middle school team, as well as the varsity team; we had so many schedules. Particularly before the holidays, it was imperative that I send out emails on a very regular basis. I have one team email I always sent out on Sunday morning and there was stuff in between.

One thing I learned in the last several years was in dealing with my captains. Email was a big thing 15 - 20 years ago, and as you all know, kids do not read emails anymore. Facebook is so passé for kids; it is Instagram, it is Snapchat, it is the next iteration there. Three years ago, I realized that with my captains, one of my great communication conduits were not reading emails and so I instituted a new policy in which I would text captains- 'read the email.' That finally started to work.

Then, what I had to do was start texting parents and say 'read the email and remember,' because sometimes they would just ignore it and then, you get those questions from parents. "When did this happen?" Well, all that information was in the email.

The AD - coach relationship; one AD I talked to says, "It is really important," I am quoting here, "for the coach to communicate with the AD on any problems or issues or anything that happens within their domain. Injury, problems with kids, or something that could come up in any other way, so the AD is prepared to hear the coach's side first rather than when they hear it from anyone else."

Let me see a show of hands for people who have coached five years or less, not many of you. 10, or fewer? 15? We got a fairly experienced group here. No matter your tenure, I do not have to tell you that times have changed. We have had seismic culture shifts and, whether you are old school like me, or new school like the rest of the world, I know you have observed some of the following.

There is more awareness today of people as individuals and what is deemed 'offensive'. These days, no one seems to want to offend someone either through racial comments or belittlement, unless maybe you are President of The United States; that seems to get a pass these days. Has anyone here ever read The Junction Boys? The Junction Boys is the story of Bear Bryant's first Texas A&M team. He took them out to the hill country in 1954 and he abused them verbally, he abused them physically. One of the guiding rules of his practices was no water, things that we would never do and could not get away with today.

Then, there is social media; a topic in itself. I know a coach who lost his job for inserting himself in a Facebook post and he had a three word comment about one of his swimmers on the website. He was fired for it because the administration did not understand and refused to understand the context in which the comment was made. Because the parent of the child involved knew what the situation was, and then went ahead and lied about it, that was the end of it. The boy had been very, very successful as a coach. But, things like that happen.

So, red flags for an AD: what are they? When the AD hears negative things

about the coach, particularly from multiple sources. When the coach is not fulfilling his duties, that is: not preparing in advance for the season, maybe not turning things in on time, not returning phone calls - that is a big one in our environment. Another sign is coaches making assumptions without validating them. I have been guilty of that and have been sorry many times. But, communicating well allows everyone - ADs, parents and swimmers- to plan, keeps things transparent, and lets people know why things are being done the way they are, and allows smoother sailing. As my former AD said, "When a coach does not communicate, they are in trouble."

What does an AD want out of a coach? Here are some thoughts - passion, someone who loves kids, and wants to work with them, someone who is patient and willing to work with a kid who does not get it the first 10 times, especially with stroke work; you see that happen. We all learn it in different ways. Who learns orally in this group? Couple of you. Visually? When we put them all together? Everybody's hand is up, yeah.

Also, the AD wants a coach who wants to motivate, someone who wants to know kids, not just through their sport. One of the things that I got credit for was I made a real effort to go see kids in their other activities, whether it was a play or the track meet or wherever. I think Jane, you have talked about that. It makes a difference and it also makes an impact on the parents who see, 'Woah, what is the swim coach doing here?' Well, if you care about your kids and you want to see them in another environment it may help you coach them and gives you some touch points that you might not have when you are working with them on deck.

So, how does an AD change a coach? Sometimes that is tough and sometimes it is trying to reason through things for a better understanding of how things are done at your school and within the culture, because within that culture parents have expectations, students have expectations, and certainly parents have expectations. In every environment, there are expectations and there is someone in authority to remind us - 'this is how it is done in this culture, in this school.' You either have to work within that system, find a constructive way to change it, or move on.

Often, an AD's job is to figure out how to work with that coach and we all have different personalities. I can tell you that is true with the people I work with.

As a Summer League administrator, I hired a lot of coaches and I watched a lot of clubs. I know what I wanted in a coach. I watch other clubs do the same thing and they have made hires, when they really were not clear on what they wanted and I knew that the culture, the personality, the expectations, their skill sets were not in sync. I think they have to be in sync, if you are going to be successful.

Flags and behaviors that are intolerable to an AD: when the coaches do not respect players or handle kids poorly, coaches who turn kids off either by the tone of how they speak or blame kids for losses. I know in the culture I came from, that if a coach blamed the kid for a loss that was the beginning of the end because the AD did not want that coach around very long.

We had one incident about 12 years ago. Collegiate has a very good lacrosse program and they had a rivalry game, in which Collegiate as the home team, lost. Our coach felt that that loss was really not to do with poor play by his players, but because of the job done by the officials. When he reported the score in the newspaper, he listed the leading scorers on the opposing team as the referees in the match. The coach was scheduled to leave the Collegiate school and take another job, but his tenure at the school got short circuited by three months with that and by the end of the day, he was gone.

Anyone here ever made a mistake coaching? I want to share with you one of the best things I ever did and it was a real lesson for me. It ended up in my personnel file as a result. We are an independent school. Every now and then, frequently actually, we swim public schools and there is a public school in Richmond called Maggie Walkers, it is a magnet school. They get grade

students and they get some good athletes.

We had a Friday night meet with them; diving was in the middle of the meet. After the 50 free, divers take the boards and go through their warm-ups and the stands were abuzz. Spectators, about three quarters of the fans, were actually from the public school. The coach of the public school and his kids were talking, my kids were not all that quiet during warm up. As the host coach, I asked for quiet as diving started. Great. Noise did not subside much, so I asked a second time. My bench quieted down. Stands are still loud. I asked the third time, no abatement in the noise.

I asked a fourth time; divers are anxious to get started. We wanted quiet for them and I closed my fourth comment by "I guess that is public school education for you." Can I tell you how fast that place got quiet? Seven minutes into diving, the referee comes by, a good friend of mine and he said, "Mike." He said, "I think you have got a problem and I think you need to go down and apologize to the coach."

I went down there and I apologized to the coach. I stepped aside and I apologized to his team. Then, I looked in the stands and it is a big stand, where we had this meet, and I thought, 'I think my problem is bigger than just this little team here.' So, I went up in the stands and I made four separate apologies in the different sections of the stand. This section, this section, this section and there is one face of a man- I will tell you his name, David Lynch- that I knew from Summer League and the scowl on that man's face was drilling holes through me. I thought, 'Boy, I have touched a nerve here.'

So, I completed those. I got home. First thing I did was write to my AD and said, 'I think I got a bigger problem than I think I do.' Then, I wrote an email at midnight to the opposing coach and apologized, again. Next morning bright and early, I get a phone call from my AD. She just said, "Help me through here, what happened?" I explained it and she said, "Well, I will be talking to the Head of School and I think you will probably hear from him."

By the end of the day, I finally heard from the head of the school, who had talked to their head of school. They rued my poor judgment and then, my head of school shared with me how vulnerable we can be as people sometimes with the microphone in our hand. He says, "I know we can get carried away and I wish you had not done that. I have made things right with the other head of school; you do not have to apologize, but this is going in your personnel file and normally we get three strikes. This is strike one and I do not want to have a strike two on this kind of issue with you again." I actually had a good reputation at that school at the time, but the lesson learned was – 'boy, you do not want to do that again.'

I am grateful for the fact that when the minor problems came up, that my AD would come to me first and we would talk it out so she could get a better understanding of things. What else I learned from her was that it is not worth complaining about what you do not have or what you cannot do, but you are better off deciding what is possible, what can you make-do with what you have. Those are the ones that she respected most. Whether it was team fundraising or planning for a training trip, car washes, a silent auction; it helps us if we can identify benefactors or supportive parents and grow interest in the team and unity through activities.

Planned community service projects – our dive team does a great job with that around Christmas time. Colleges are terrific with this. Collegiate went through a period where it had poor basketball teams. I will give the varsity coach undying credit for the work he did with this middle school teams by allowing them to play at halftime of varsity games. He wanted to give exposure to his JV team and what he would do is dress them in black shirts and have them sit behind the varsity bench. He called it his 'black shirt team' and gave them a sense of a purpose and connection with the varsity team in hopes that those guys could be up there and part of something better in several years.

At Collegiate, our varsity and JV teams practice at the same time. In our home meets, I would have exhibition events, in which we could swim JV and

Middle School swimmers. The benefit to them was that they would feel even more connected to the varsity team and would give me an extra opportunity to get times for those kids as I prepared for the next JV meet.

Understanding the culture of your institution. For some of you, it is easy. But, if you are new to the profession, especially new to the school, I think there are several things you need to do. Get familiar, in a hurry, with the school, its handbook, procedures, rules, culture, everything. That affects how you work with the kids, the administrators, teachers, and parents. Get answers to these questions. Probably, most of you have them now, but as you come in the end: what are your responsibilities? Who is in charge of various things? Whether it is arranging transportation to the away meets, officials at home meets. Who plans program and such?

What is your environment? New coaches often do not understand if it is urban or suburban or if they are fluid. Are they at a hard scrabble environment or military environment? Are your athletes entitled? I am in a community where there is a certain amount of entitlement around the area. You hope that does not extend into your how the athletes are on deck. Is there respect for your coach and for your sport within the administration or the school? On what basis will you be judged? If you treat the swimmers well, if they learn, if they have a good time, and how important is winning?

Know you are going to be evaluated by parents, administrators, and kids. I asked one coach what he wanted from his AD and what he really wanted from the AD was something he called 'presence.' He said, "If they are going to administer me, I want them to understand what the goal of my program is before they tell me how to change what it is I am doing." I am surprised that the number of coaches I have talked to whose ADs have little knowledge or interest in the swim programs.

Many of them come from a football, basketball, lacrosse, or field hockey background and their knowledge of swimming is confined to the word 'Phelps.' I hate to say it, but sometimes it becomes beholden upon us to educate our ADs. I work with one assistant associate AD, who actually asked me to make him more fluent in swimming and I was grateful for that. I was able to help him understand how I scheduled and I welcomed every question he ever had about what goes on within our program. When he attended the first rival meet we had, and then the first State meet he had ever seen, he was blown away by the passion and excitement and educating him about my team was one of the best investments I ever made in our squad.

One of my colleagues at another school told me he wants any AD he works with to understand his program, in terms of presence, at competition, practice, or State or major meet. He said, "I want them to see my team in action. I want them to be able to understand how they compete." What he sees in practice is how it is embodied and how we travel, how we compete, and how we carry ourselves before he goes changing things. How willing are they to be educated? Sometimes it may mean sending a student to talk to the AD about what I am getting out of this program.

There was one coach, he was not all that sure about how much interest the AD had in his program, but there was a need for the school. It was an independent school for the administrators to pick one student out to talk to parents about the importance of athletics within the school experience. The AD picked a swimmer to go ahead and give that talk to the parents and what the swim coach got after that was that the AD complimented him on his swimmer's performance. The swimmer had hit every high point that the administration wanted the parents to hear and the respect for the swim program grew exponentially after that.

What characteristics make a good administrator? Someone who listens in his presence, someone who is approachable and available, someone who is enthusiastic and values the contribution Swim and Dive make to the athletic program in the school community. What if your AD does not respect or support you and if things go sour? I am aware of a successful coach where the AD and the swim coach were at odds. The swim coach kept on winning, then things began to go south. To be honest, the AD never did much to learn

about the swim program or the value of it and how the program needed to function. Disrespect developed, untrue statements appeared, lies were told, promises were rescinded, support withdrawn, and sleepless nights arrived where a truly toxic environment existed.

For two years, the coach did everything in her power to grow the program. Her team kept winning, even State Championships. The coach consulted the HR staff, but could not get any emotional or financial support for some new initiative. The coach finally did the only thing possible - she resigned. Sometimes, that is the only way to keep your sanity.

Parents: do you love your parents? Anybody got a problem parent? Well, I bet we all have one or two of those. How does an AD deal with a difficult parent? One told me that half the time parents just want to be heard. They get it out. The secret, I think, is to try not to interrupt the parent and just let them speak. You really have to listen to what that one issue is. A lot of times you will be bombarded by five different things, but there is only one item in there that really matters. Sometimes, the issue they raise is not the issue at all. I think what you have to do, I mean, the issue may be playing time, it may be relay selection, or the athlete's not feeling respected by the coach. It could be a million different things. I think listening to the parent and not attacking every little point they make is key. I know when I was first time coach and got criticized, man, I wanted to go, 'Let's deal with point one, point two,' that does not work and you know that.

Pick and choose the ones that you can make an impact on. If the communication is via email, maybe you do not respond right away. Maybe you step away and take hours or days to think about that and to think about the best way to respond. One of the comments made yesterday in the talk was, 'if you have got a parent where you have an issue with them, best thing to do is pick up that phone.' Doing emails are not terribly effective. I have done it that way and it is not the best resolution, really.

It helps to have the AD on your side and that is where a good relationship comes in. Sometimes, the AD can intervene on your behalf if they need to. Hopefully, your relationship is to a point where that is not necessary.

Who has got handbooks here? Some of you. Much later than I should have, I wrote a handbook and I found that they were really essential to my communication with my parents. Done correctly, they can layout team rules and expectations in black and white and it can really be your Bible. There are some really good ones out there. Todd Larkin at Saint Xavier in Louisville has a splendid one and I will tell you what his email address is.

He is fortunate enough that that he, as a former swimmer, and swim parent now, has a graphics business and they do all the school's marking materials. He is going to have a handbook that comes out in full color in October. His email address is larkint@saintxfac.com.

Another guy with a good handbook is Jim Koehr, who is head coach of the Seton School, here in Manassas, Virginia. He has a PDF version online and if you email him, he will send you a Word version that you can modify for your own team. That email address is coach@koehrfamily.com

Jen, raise your hand. Jen gave a great talk yesterday and talked about the importance of her handbook and it is about a 28 page document that covers everything a parent and swimmer would need to know to be a member of that team.

My handbook is not that long and if you see me afterwards, I am happy to share with you. Part of it is that it is not that long. We have an upper school handbook that is this thick that will tell you everything you need to know about the various things going on at the school and my hand book is very swim team specific. I do not need to cover a lot of this as procedures that go on at the school.

One benefit from the handbook is that it introduces new parents to the program immediately and probably keeps you from answering multiple

questions over and over and over. Handbooks can do a variety of things, but mainly they spell out chapter and verse on your program. In Jim Koehr's handbook, he talks among other things, about how he wrote varsity letters, who is eligible for various kinds of meets, and who is eligible to swim on relays, and how is it decided. He also maintains a website – www.setonswimming.org on which he regularly blogs. At the beginning of each season, he posts repeat blogs from the prior season, things of what he expects from a captain, how high school meets are scored, and how he decides who swims in what, and what you have to do to the letter.

He says since he has been doing those two things, the things he gets the most mileage out of is his blogs. He works on it on Sundays and, sometimes, it is quite extensive, but he finds it a great informational and athlete recognition tool.

How many of you write recaps on your meets at the end of each meet? I do that and I find I get an awful lot of appreciation from the kids and the parents. The nice things about doing a recap on a meet is that you can even extend plaudits to a swimmer who is not very good, but if they dropped a tenth of a second in the 100 freestyle or something like that. That is where some of the things on Meet Manager can help you, as you just consult that kind of thing and you can sort of highlight some of the improvements that your kids have made.

Experience of coaches helps, too. Jim says that one of the things that has helped him, as a career corporate executive and entrepreneur, was 16 years of coaching and 82 championships helps keep parents off his back. He has got one story he suggested I share with you. He published State relays in advance, so people could make travel arrangements several years ago, without being very clear on how he determined who swims in what relay and the fact that he could change his relays right up until the time that the meet started. One of his policies was, 'I can feel free to change relays after a Conference Championship Meet.'

He did that one year. Problem was, and I will tell you this man has 12 children all by the same wife, God bless both of them, but his son beat out another kid and the displaced kid's mother and I am quoting here, "The displaced kid's mother was pissed and called me everything in the book, including telling me that I lacked integrity." He says, "As a volunteer coach, you can imagine how hard it is to take that sort of thing from someone whose husband I had barely met, much less experienced as a fellow volunteer." The ironic story, the ending to that story, is the next year someone beat his same son out, for that eight relay spot and that relay team is the one who is still on the school record board.

I would like to introduce Rod Montrie, who is head coach of the Madeira school up in McLean, which is about 20 miles from here. Rod stand up, so they can look at you. Rod is a rival, but also a multi time Coach of the Year in Virginia and a David H. Robertson recipient of the Excellence in Coaching Award. One of Rod's comments and I am going to quote him a couple of times here is he makes the point that, "Everybody gets grouchy parents, no matter what. Early in his career, he failed to talk about a scheduling issue and the mother made a public scene and the way he handled it in the moment was, 'Yes ma'am, sorry ma'am.' He had to suck it up and boy, that is a tough thing to have to do in public. But, things like that happen.

Most of us, hopefully, do not have too many overly enthusiastic parents. But, sometimes we do and they get on your case. Rod's position with them is 'give them a job to do.' When they are overly involved, he likes to distract them so they bother someone else.

Anybody here ever had a parent of a star swimmer who liked to insert themselves in the coaching process? Oh good. Good, we are all together here, then. It could be because the parent knows their child is better than the next person or they want to know why their child is swimming this event and I think the best defense in something like that is to approach them rationally. Rod's comment to me was, he tells the parents, 'There was a strong division of labor that is required for successful swim team and one of them is the

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coaches, coach and the parents, support. This is what I need from you to make your child successful,' and then he lists them off. Feed them right, hydrate them, get them to bed, and do not coach them by yourselves. Then, he says, 'This is what I will do and I am going to decide.' Part of this is the parent education.

Another thing he says to them is, "If we coach by committee, it is not going to work. Somebody has to make decisions.' And I look them in the eye and say, 'I am going to make the call and you know what? Sometimes I might be right and sometimes I might be wrong, but you have to make me make that call.' Sometimes it works and they respect it and sometimes not so much." They will say, 'Okay, I will watch you crash and burn.' But, other times they look at you, like 'Well, you are talking Greek and then, they continue their behavior."

Education can often be your best weapon. Back in the day, I guess we have to go back about 12 years, in the state of Virginia in the independent school environment, 7th graders could swim and score in duals meets and in Conference meets. That can be a great benefit, if you have got some really good 7th graders. I had heard one summer that there was a family moving back into town at Richmond that had a really good girl swimmer. I looked her up and I saw that this girl had swum on relays with Katie Hoff. So, I knew the girl had some swimming shots.

I made a point at a Summer League Championship to go out and introduce myself to the girl. I invited her to join the Collegiate swim team and, at least, consider doing that. She said "That is something I would like to do." Swim season starts, first day of practice, and the girl comes out. That evening, I have a parent meeting and the meeting goes well. At the end of the meeting, up comes Mom, who I will call Karen. Karen comes up and I am pretty sure that Karen has come to the meeting for two reasons - one to learn a bit little more about the program, size me up, and, two, decide if I am worthy of coaching her daughter.

So, she begins asking her questions and about 90 seconds into the conversation I made sure that I told the mother what her daughter's best times were in the girl's six events. I am good with numbers, so I can remember that kind of thing. So Mom sort of steps back a little bit and she laughed, I think fairly content with, 'Well, we will see how things go,' kind of thing. Well things well went well 7th grade. 8th grade comes up, start of the season; now I get an email. Mom is concerned about the girl's USA practice schedule versus the Collegiate practice schedule and the USA Meet schedule versus The Collegiate schedule.

We had some doing emails on that and we were not getting anywhere. I came to the ASCA meeting with a coach friend of mine and I told him about my travails with the mother. He said, "Mike, you have to call this woman." So, I picked up the phone when I got here, I called her, we resolved the issues in about six minutes, so no problem.

Well, now 9th Grade, Karen is feeling more comfortable with me. To the point, where she can now, tell me who should be my relays. I start getting various relay assignments and she is reasonably astute and she was right about 60% of the time, but at the end of the 9th Grade year I felt the need, and I have only felt this three or four times, to split relays to win. That was the only way I felt we are going to win the meet.

So, her daughter and the other really good swimmer on the team were separated because I was not convinced that that relay team could win first. Turns out, Mom was all up in arms and so I explained the rationale and she still was not sure. We ended up winning the meet and so that went fine.

10th grade, Mom still in the picture here with both feet and two hands. We had gotten to the point where this other swimmer had begun to overshadow her daughter, who had been my anchor swimmer for last two seasons. I thought, 'Now, how am I going to break this news to people?' So, what I did was I talked to the girl first and I said, "You know what I would really like to do is give you some real opportunities to break the school record in the 50

free and 100 free and I think you would have multiple opportunities if we go ahead and let you lead off those relays."

Well, there was enough ego there with the daughter who thought, "Well, that sounds pretty good," because she did not have those records at the time and, to her credit, she also understood that the girl I want to put on anchor was a really good closer. I got the daughter on board and then, what I did, was explain what I wanted to do with Mom and Mom's ego was big enough, so I was able to make that sale and we were able to go forward. But, [laughing] I guess the other good news about that is that there was a son who followed and I had earned enough, I do not know, ethos or something so that I never had those issues with the son. The son, God bless him, he was a prince. He ended up being a valedictorian of his class and went to Stanford and was a seven time NCAA All-American. He was a pretty good guy and he could really swim, so that was fun.

Male Speaker: Did the girl break the record?

Michael: Yes, [laughing], good question. She broke the 50 free record. She got that. She was really pleased. Then, in the Junior Conference Meet...

Male Speaker: Was the mom pleased?

Michael: . Yeah, yeah, Mom was pleased and then, she broke the 100 record. [Laughing] The Conference Meet, I put the second girl in the 100 free to give her something else to swim. The girl broke the school 100 free record and the daughter of Karen comes up immediately after that record was broken and said, "I want to swim the 100 at the State meet." She wanted that record back. So, we put her back in it. She had a great State meet, but she does not hold the 100 free record anymore. That got broken by someone else.

I wanted some sources of conflict. Let's see if any of these resonate with you. There have been three items that have been biggest problems for me - lettering, selection of captains, and relay placement and selections. There was a time when for lettering purposes, we required X number of practices per year in order to letter. The problem with that was the parsing and disagreements over numbers of practices met by the end of the year was almost intolerable.

Parent and swimmer math never matched coach math. So, what we had to switch was to a make an every practice requirement and that solved most problems. But, it did not for some and what we would have to do is, one family in particular this last year gave us a really hard time, and the mother requested a meeting with me and with my assistant coach. She wanted to rope in her daughter, who was a former swim captain and is now a lawyer in New York or in Washington and so we said, okay. We did not really want to do that. So, we held it in a public place, in a cafe in a grocery store, so it could be just as public as we could make it.

The mother patched the girl in by conference call. We are now having this discussion and part of the daughter's problem was that she, essentially, raised the boy who did not get the letter. We went on for about 45 minutes and we said to the Mom, "Okay, our issue was not the number of practices, it was attitudinal and behavior issues," and we said "Look, we are going to have to agree to disagree on this one." That is not what the mother wanted, that is not what the sister wanted, but that is the way we left it. I am confident that this boy will go out for another team next winter and will not be back on the swim team.

Captain selection - I have a 13 point document that I share with athletes. I let them vote and tell them that their votes are not the sole determinant, but what I have gotten to the point is if those people are the people you want for captains, then it is up to the coaches to be able to work with them for the most part. Every year, there is disappointment, especially if a senior is not chosen as a captain. Sometimes, when you have 5, 6, 7 seniors, you cannot do that and I did accede to a request from one senior class. Girls wanted the five seniors to be chosen as captains. We agreed to it; I cannot tell you what

a disaster that was. Two of those girls, I would like to have them on the team, but they were not captains.

Our teams are big enough so that three is generally a good number. This last year, I had no senior boys. I had one junior boy, who was definitely not captain material. So, I had to choose two sophomores and part of that was working through maturity issues and leadership. One year, I chose a girl as a freshman as one of four captains and the reason that worked was because we had a large freshman class. The girl was very competitive and highly respected by every member of the team, including the upper classmates. That girl is still the best female swimmer we have ever had and went on to be a captain of a college team and a nine time NCAA All American.

This year, I had two disgruntled families when their daughters were not picked as captains. Both were among my better athletes, they were State meet scorers. In the first case, the father sent me an email and there was no salutation, no nothing. It was just, 'Why wasn't my daughter chosen captain?' I can tell you, a 19 minute phone call did nothing to allay his concerns or make him happy. There is nothing you could do to undo five years of being a loner, which this very pleasant young lady was. On travel trips, she sat by herself. At meets, she sat by herself. Girls respected her athleticism considerably, but she was not going to be their captain.

The second instance required a 21 minute phone call with the girl, a 30 minute phone call to the dad, and a 42 minute call with Mom. This family, like the first one, had been strong supporters of the team, but no one was happy. It taxed all my skills to bob and weave around the question, 'Why wasn't my daughter chosen?' because the most honest answer was because the girls do not like her. They liked her athleticism and swimming ability, but they did not want her to be one of their emotional leaders.

Hands down the most unpleasant conversation I ever had was when I failed to pick a boy for Captain. He was a senior. He was extremely quiet, if he said 50 words in the six years that I coached him, unprompted words, that would have been a lot. He was a very good swimmer; he was an All-State swimmer, and NCAA All American. Outstanding competitor, great work ethic, did I say he was quiet? I had a separate meeting with him at the start of the season, filled him in, he was not going to be one of my selections for captains. I wanted communicators, verbal people who speak up, show up, and get the team fired up. He was disappointed and he understood. He had one request. It was "Coach, I want to be on that 400 free relay team at the State meet." What I told him was that if he swam to the ability that I expected that he would, he would have the spot. He earned the spot and he swam on it.

But I tell you, I missed the boat on that one. I learned a lesson because shortly after that meeting, I got a phone call from Dad and this followed the email I had already gotten from Mom, who was the most competitive person I ever met, bar none. What Mom remembered was that I had removed her daughter and her son at various times from scoring relays at the State meet. I intended to record the conversation with Dad because I figured it was not going to be pleasant and it was not. The father made the case for his son being captain, he ripped into me, insulted me, questioned my judgment, my coaching ability, and my manhood for 50 minutes.

I listened and I let him vent and I forgot to turn on the tape recorder till 25 minutes into his rant, but I can tell you to this day, I want to say that as a reference point, I have never listened to that tape.

Afterward, I thought long and hard about the team's prospects. We were defending state champions, 11 kids on that team were NCAA All-American. I spoke to my assistant coach and we decided that we had verbal leaders and that what we were going to do is we offered the boy a captaincy and he accepted it. The team and the coaches and swimmers respected him for that. The rest of the story is, at the end of the season, I did get an email from dad thanking me for making his son captain.

But, what about if you get special request from parents? Now, sometimes

those can be avoided by stating what it means to be a part of a program and stressing that the team comes first, reiterating team values, and the like. I know there is a coach in the boarding school situation who requires morning practice and parents sometimes object to that, 'My son needs more sleep, my son needs time to study,' or whatever. In that case, what happens is that the coach may have to make an adjustment and he will, if he has got a full roster. He may say, "Well, I am sorry, we are going to have practice. We will miss him, good luck to him." Other times, if he does not have a full roster and things are lean, he may have to make an exception. What he does is make sure the captains are on board and explains to parents and child what missing morning practice may do. What it does is brings up questions like, 'Does the boy letter? Is it a sign the boy is not captain material?' Or, 'Does he get an accolade of any kind?' And unfortunately, it is some of those answers you do not know until the end of the season.

Sometimes, a coach really has to go to an extra mile, as this clip I am going to show you here. I apologize, the recording is not good here. As soon as I can pull this up, I am going to narrate some of the dialogue. Here we go, come on.

How many of you have seen the movie "McFarland"? Okay, for those of you who have not seen it, Kevin Costner is a coach who is coaching a cross country team in agricultural California. He is dealing, primarily, with the heavy Hispanic population. In this scene, he has gone out to the home of a boy he wants to run and he meets with the father and the father says he understands why the man's out there and bear with me here, I have got to narrate this because you are not going to be able to hear. The man is cleaning his buckets and Kevin's coming up here and he has not talked to the father before, but now, he is there.

What Kevin's doing here is he has made the assumption that father does not speak English and so, he is using the son as an interpreter, and he is telling the son to thank him for the hospitality. They have already had a meal here and there is a nice little interlude, where it becomes obvious that the father does speak English and embarrasses Costner.

Here, the father is telling Costner that he knows why he is out there because he wants his son to run with him. But, the father is saying that 'for every hour that he trains with you means he can't work in the fields and help me' and you will see, there is a large lettuce patch out here. The next scene, you are going to see is Costner has made a decision that what he needs to do is so that he understands how severe their work situation is. That is Mom rousing the boys to go work in the fields. Costner is sitting in the truck and you will see him there. The boys are asking, "What are you doing here, Coach?" To go out into the fields, this must be a Saturday. Costner is, let's just be honest, he is not an agricultural worker and he is being put into an environment that is going to be very unfamiliar with him. This is manual labor of the highest sort.

Costner assumes they are getting paid by the hour. Well, the workers inform him that is not how it works here. We get paid by these number of cartons that they fill and that is how it goes. So, this is morning, they have started really early. Costner is cutting lettuces, he is asking, 'How old were you guys when you started working for your father in the fields?' The answer is six or seven years old. So, they have been doing this for a while. They are important to the dad's livelihood.

They are happily going along, Costner is not quite as efficient with the process as the others are. You will see that they get way ahead of him. For Costner, it is really backbreaking work. Move on and on and on and what happened here is they get way ahead of him. Costner starts sweating and he gets to the point, where now, he is hurting. He cannot take it. See? Workers are way down the fields and one of his runners comes and kneels on his back and helps him get a little more mobility in the back. Turn him over and now, we work.

This goes on through the morning. Then, what happens is that they take a break for lunch. Here they are for lunch, Costner comes in and there is

a certain admiration he has grown through this process from his athletes through the fact that they actually come out here and go through this effort for him. So, he comes over here and he sits with his three runners and says, "Look, I get the picture now. I understand why there has been a problem here, and so, I will make an agreement with you. On the days that have meets, no practice whatsoever, and you can go early." So, he makes some real compromises there.

This final scene, his name in the film is Coach White. They have been calling him Blanco, the first two months that he has worked with them because that is the word for 'white,' right? It is Spanish. But, now here at the end, they call him "Coach" and it is a real piece of growth, there, that has happened for him in the film.

I am sorry, I did not have that tape, but okay. What if parents and swimmers are all on board and have been for years, but there is just this one request. I had a request regarding a daughter's event at the State meet. She was a two-time, defending 200 IM swimmer. We, also, had another girl that year, who we asked to do all the half year lifting in the 200 IM. The second girl won the Conference Championship in the 200 IM. Girl number one, that defending champ swam mostly the 200 and the 500 for us that year; events we needed her in. She was the defending State champion of 200 IM.

So, the reason that, as a team, we were not going to put those two girls in the 200 IM was it just did not suit our purposes. Girl number one wanted to swim to defend her 200 IM title, but we felt that we owed it to the other girl. Girl number one also had a reason for wanting to swim the 200 IM, she did not want to swim the 200 free because there was another girl in the state who she felt was a lock to win it. Even if she swam her best, she was not going to beat this girl.

So, the father made a request to also to let the girl swim the 200 IM. The girl had made it known that is what she wanted to do. Then, about two days before State entries were due, the dad called me and I will tell you that family had been one of the most supportive families we have ever had. They had put a lot of sweat and financial equity into the team, they hosted team dinners, and they did an awful lot. He prayed with me to put his daughter in the 200 IM and I explained to him why I really did not feel like I could do that. Actually, he understood, but he wanted this victory for his daughter.

State meet came. We did not do it. State meet came, girl number two won the 200 IM. Girl number one swam a lifetime best in the 200 free and finished second to the girl she thought would beat her. Now, both of my girls were on two winning State meet relays and girl number one defended her 500 free. But, it was tough. I did not want to say 'no' to that parent, but I just had to.

Anybody ever been accused of playing favorites here? Only three of you? God bless. Four? Okay. Early in my career, I was accused of playing favorites and what I have learned was to ask the question, 'What makes you think that?' Because that is not what I am about and I really do not like to think I do that. Yes, we all have kids we like better than others for a variety of reasons.

But, this mother was certain that I played favorites and I have forgotten what the bone of contention was. To this day, I do remember that the girl was a very good breaststroker, but she had issues with backstroke. Her head was on a swivel, she moved liked this, and her hips went accordingly. The girl was also a complainer. In retrospect, I wish I had used the words one veteran coach had told me. He answered such accusations with things like, 'I do have favorites. They are the ones who come to practice. They are the ones who work hard, smile, do not complain, and do what I ask.' A year later, I can tell you the girl in question quit swimming and went out for track.

Sometimes, we have parents who do not share our values, boy. Often, this requires looking at the big picture or taking it out and talking it out and finding what we can do to agree on. Sometimes, we just have to say, 'That is something we do not agree on,' and agree to disagree or just shake our heads.

One coach I knew was accused by a parent of not helping swimmers get into college swimming programs. In this particular case, the swimmer was good, but not good enough for the college program he wanted to be in. He was a 21.9 freestyler, flat start. 21.3 relay, but he just was not good enough for the top tier ACC program he wanted. In addition, he had a poor attitude and he was not captain material and the coach was very reluctant and uncomfortable in recommending him to the school. So, the parent took his complaint all the way to the AD, who thankfully backed the coach.

As coaches, I like to think we look out for the athletic and emotional well-being of our athletes. But gee, I knew one coach whose predawn travels took him past the home of one of his male swimmers and after a time, he noticed that about when he would go by the house at about 5 AM, there was the car of one of his female swimmers there. The coach was concerned enough that he asked the girl's mother about it, it was a concern. The mother's comment was "I am not worried, I have her on the pill."

I would tell you, that was a culture shock for that coach and he left the conversation with his mouth open and just had to go away. That was a value he did not share.

I started my Summer League coaching career as Summer League administrator. It took me a good while to learn that I needed help and I have learned that there really is something to this 'that takes the village' concept with our support. When I started, I had this "if you want it done right, you do it yourself mentality" and when I began getting bogged down, I was not having fun in swimming. When a parent suggested I needed help, I took that advice to heart, and went ahead, and God helped, and then began having a good time again.

An educator once gave me eight rules and tactics for implementing change and I think four apply here. One is to 'concentrate your efforts,' another is 'there is no one to fight.' 'Learn the history of a situation and build a coalition,' and the last point, 'keep your allies and friends close.' Some parents get into swimming with leadership positions with their own agendas and they can be very different from yours, from ours. I have faced this issue with this one parent, a captain's parent last year, and I am thankful every day that another parent stepped in and served this as a buffer and shielded me from what could have been an unpleasant parent and spoiled my coaching experience.

And, of course, a couple thoughts from John Leonard. His advice is 'listen to parents,' most of them know your child better than you do. 'Use the parents to help you succeed,' practice remembering no one is perfect. Remembering everyone has a right to be different and practice courtesy at all times. As hard as that may be, it can go a long way.

I am sorry I have taken some extra time here, but if you have got any questions, I am happy to answer them now or as we go on. Thanks.

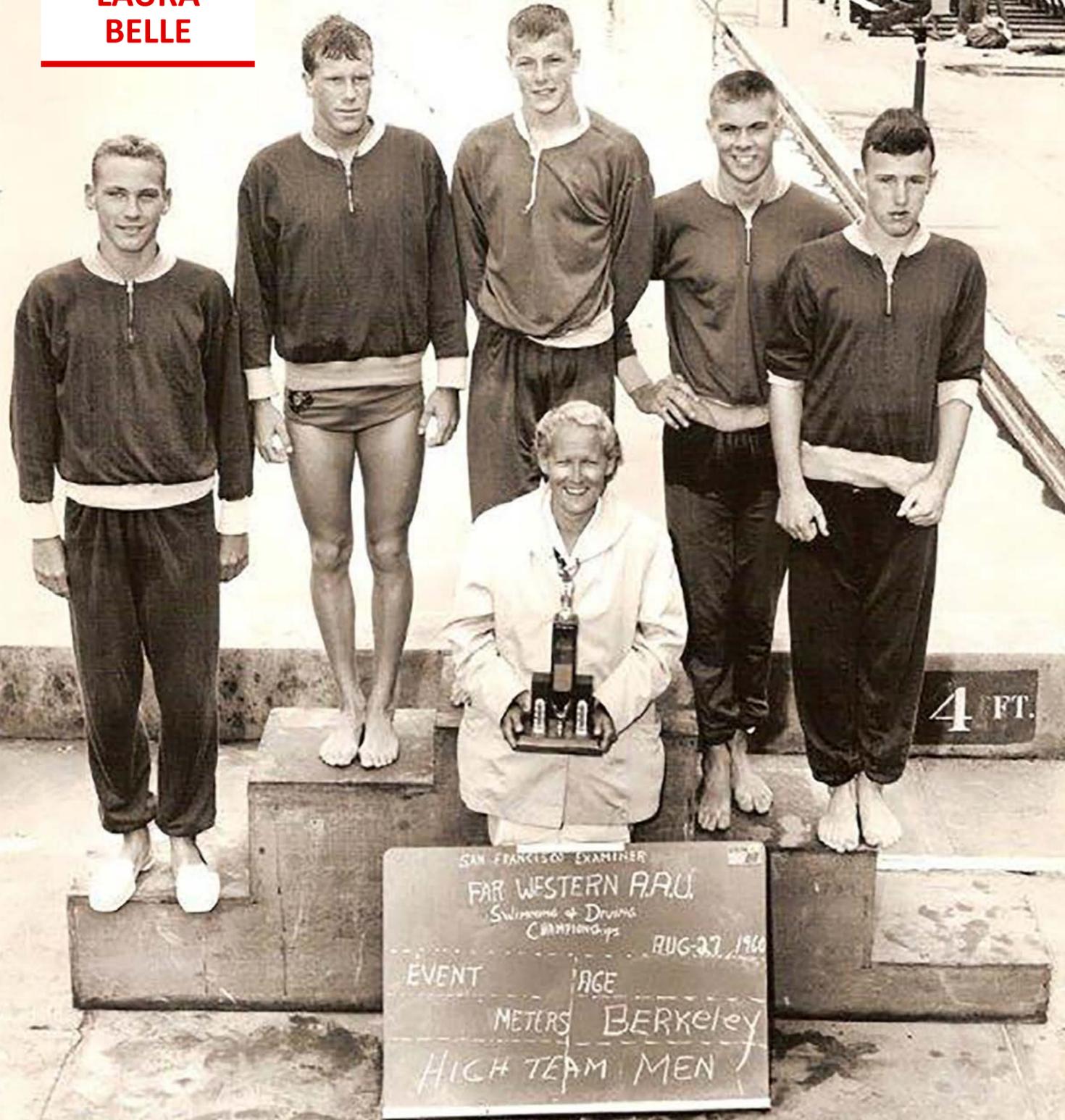
## DO'S & DON'T'S FOR AWKWARD MOMENTS

- **DO** ASK QUESTIONS
- **DO** KEEP YOUR COOL
- **DO** LISTEN FIRST BEFORE RESPONDING
- **DO** REMAIN PROFESSIONAL AT ALL TIMES

- **DON'T** REACT EMOTIONALLY
- **DON'T** SHUT DOWN AND GO SILENT
- **DON'T** SHOW A DEFENSIVE ATTITUDE
- **DON'T** JUST GIVE UP AND ADOPT A "IT DOESN'T MATTER THINKING:" VIEW IT AS A LONG TERM INVESTMENT IN YOUR OWN DEVELOPMENT

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Left to right:  
Larry Flick; Charlie Sclinsky(so); Tom Jochums;  
Dick Jochums; Dick Jacoberger

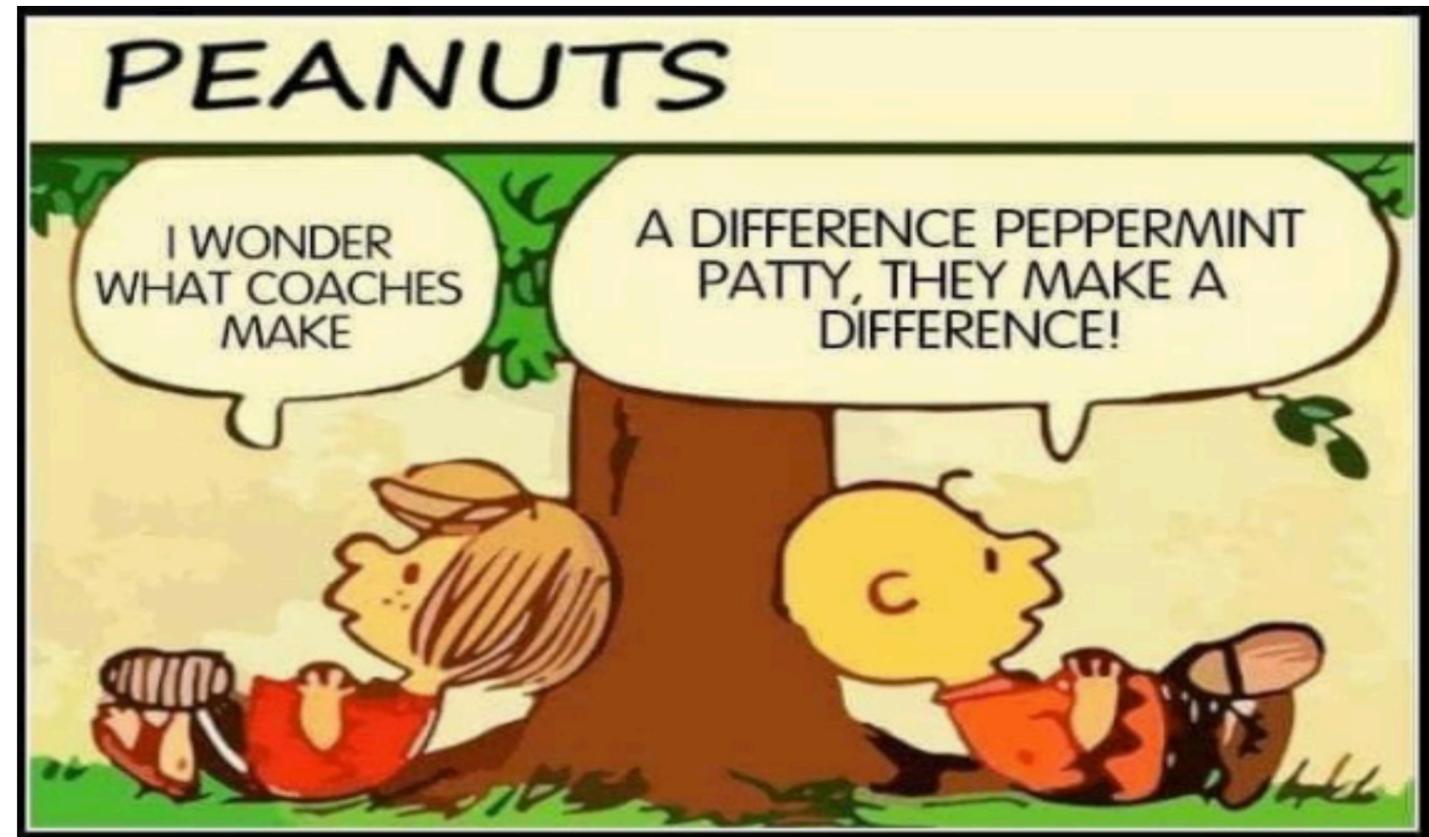
# Thought for the Day

★ Coach David Marsh ★

*“What High School Coaches Need to Know About College Recruiting”  
from World Clinic 2013.*

“The whole process of swimming is pretty simple...ignition, learn strokes, learn to practice, learn to race. Somewhere around 14, they tend towards either “participation” or “performance”. Usually they decide for themselves. Connecting with the high school team makes them feel valued. Then the college experience is kind of the centerpiece. It used to be the top rung. Not so anymore. College recruiting is able SALES, you know? It’s about, I am going to get you to come to my college for as little money as possible and provide as much value as possible (both ways.) It is such a huge deal to be able to go and swim in college, at any level. They will meet the best human beings in the world.”

“An athlete considering a college...would be well advised to go to campus unannounced and just kind of walk around for awhile..it’s the best way to learn the real college culture. Friday and Saturday nights, well, it just is what it is, no matter what college. A second major thing is the support available, both in terms of strength coach, and swimming help, but also academic and health help. Just understand that swimming is (generally) not the priority of the support services, so the athletes needs to talk to other athletes on the swim team and get a feel for that. Especially those with medical needs from high school...they need to understand what is available to them on campus for help.”



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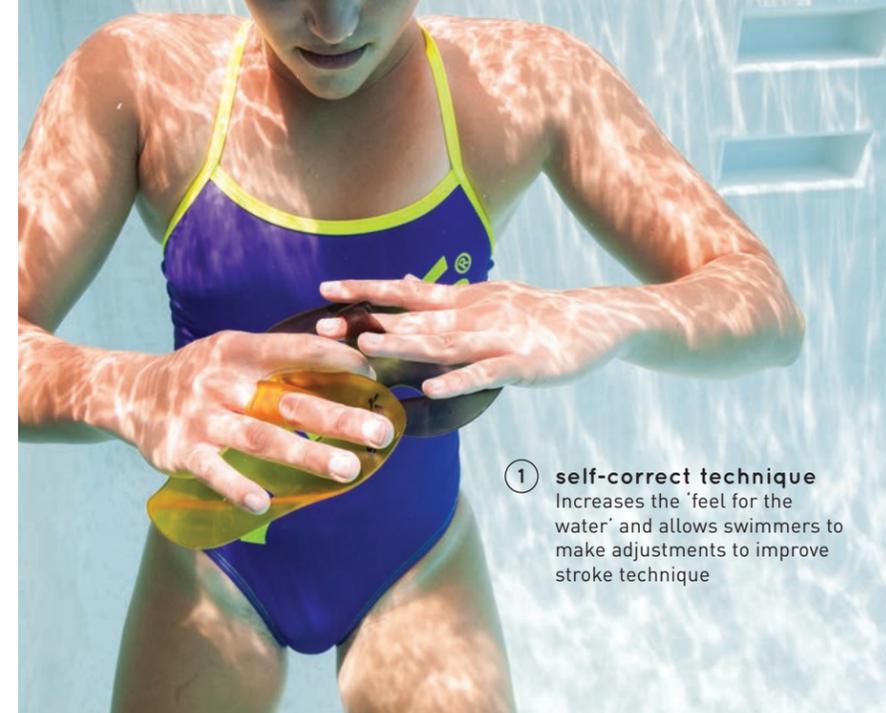
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③ **outside isolation**  
Using the edge on the outside (grey on left, yellow on right) allows swimmers to isolate and engage the triceps and trapezius muscles



# Conflicts and Resolutions in Contemporary High School Coaching?

Presented by Sid Cassidy,  
Saint Andrew's Swimming

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,



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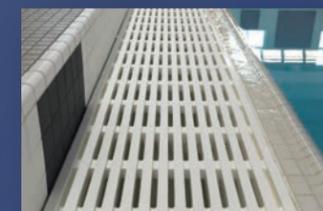
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“Well, they look faster.” We would time and we looked at him and they could not get up and get into their momentum. Stroke techniques – here is what Bob said last night, “What I really believe, my philosophy is different strokes for different folks. 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



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“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 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



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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.

## Thought for the Day

★ Coach Kevin Kinel ★  
Chesterton High School, Indiana  
(at the ASCA World Clinic 2013)

"Sprinting, or speed on the 1st quarter of the race is very important. We spread out when we do it...Monday, Wednesday and Friday in the morning and Tuesday, Thursday in the afternoon. And we do it immediately after warmup, because you know, that's when you are going to do it at race time. It just makes sense to me. The Whole point is to get that get out speed without it tiring you out. So we do 25's, 50's, 75's on long rest. Speed training early in the practice...it makes sense to me."

"I keep the science simple for our high school team. The Aerobic and Anaerobic mix makes the biggest difference. I know there have been programs successful with high volume and others with high levels of sprinting. I think you have to do both, because everything We do in practice has to relate to racing. So we do speed work every day because that's how you are going to get out that first 25/50 of a race, without getting tired. Then that middle part, the next 50 or next 50% of the race, that's your aerobic training, aerobic base...how fast can you hold that pace? Then finally, your last 25 of a 100 or 50 of a 200, that's your anaerobic metabolism, learning to bring it home. So we use all of that everyday in practice. We touch all of it."



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## Thought for the Day

★ Coach Mac Guy ★  
★ Coach Jim Davis ★

“Dryland Routines for Swimming”  
World Clinic 2017, Washington, DC.

“what we have been trying to push lately is a language that is going to be more specifically related to the actionable items that we need to achieve to reach a conference or state championship level. We want them to be self-reflective and remember our team goals, and then put that into the air around the team.”



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

## SEPTEMBER 4 - 9, 2018 • ANAHEIM, CA

### TUESDAY - 9/4/2018

#### Begin CSCAA Track – 3 talks in afternoon

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

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#### 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

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### 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**

#### 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	\$80.00
<input type="checkbox"/> Special Seminar with	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 PM – 5:00PM)	Coach Peggy Ewald	\$50.00
<input type="checkbox"/> SwimAmerica Conference	Wed. 9/5 and Thu. 9/6	To Be Announced	\$175.00
<input type="checkbox"/> ASCA Level 2: Stroke School	Wed. 9/5 (9:00 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 with 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	Sun 9/9 (8:00 AM – 12 Noon)	Coach John Leonard	\$50.00
SwimAmerica Training	Sun 9/9 (9:00AM – 12 Noon)	To Register 1-800-356-2722	
<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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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.



# COACHING IS READING & REACTING

By Tim Welsh

In this season of March Madness, “Read and React” is a term we hear used by coaches and commentators to describe an offense in basketball. Players who are alert “read” what is happening on the court and then “react” with an appropriate play, pass, cut, shot... whatever best fits the situation.

“Read and React” is a phrase used in this essay to describe a possible path to “highly successful” coaching. The phrase “highly successful” is taken from the subtitle of Daniel Coyle’s book, *The Culture Code*. A while back, when thinking about coaching, I wrote a small piece called “Coaching is Caring.” It was based on the familiar notion that “nobody cares how much you know, until they know how much you care,” a sentence which I first heard uttered at an ASCA World Clinic by Sports Psychologist Thomas Tutko. I always believed that, and so does everyone really, but other than intuition, I never really knew why it was a path to “highly successful” coaching

Now, I know. I have just finished reading Daniel Coyle’s new book, *The Culture Code* (Bantam Books: New York, 2018). His subtitle is “The Secrets of Highly Successful Groups.” Teams, I thought, are groups that want to be and sometimes are highly successful. So, I picked up his book and read it. My recommendation is that you do the same. My first reaction was to write this recommendation. My second reaction, I hope, will be to do a better job of coaching and caring.

Daniel Coyle, remember, is *The Talent Code* (Bantam Books, New York, 2009) guy. In that book, Daniel Coyle took the familiar “champions-are-made-not-born” idea, de-mystified it, put a little neurological science behind it, and taught us, as his subtitle says, that “Greatness isn’t born. It’s grown.” His book told the story of “myelin” and the “myelin sheath” that has now become familiar. “Every human skill,” Coyle writes in his introduction

is created by chains of nerve fibers carrying a tiny electrical impulse... Myelin’s vital role is to wrap those nerve fibers the same way that rubber insulation wraps a copper wire, making the signal stronger and faster by preventing the electrical impulses from leaking out.... The thicker the myelin gets, the better it insulates, and the faster and more accurate our movements and thoughts become (p. 1).

That’s it. Talent/skill acquisition is as simple – and as challenging -- as that. Myelin is universal. Everyone has it; everyone can grow more of it; and it can be grown to enhance any physical or mental skill. These thoughts led to the notion of “deliberate practice” (see Anders Ericsson’s Counselman Lecture at the ASCA World Clinic, 2009) and even to the 10,000 hours notion, written by Ericsson and popularized by Malcolm Gladwell, as a pre-requisite for excellence. From “deliberate practice” to high level

and enthusiastic motivation to masterful coaching (there is even a “Talent Whisperers” Chapter, chapter 8), this early book of Daniel Coyle’s attempted to chart a path from talent/skill acquisition to excellent performance.

Now Daniel Coyle has done it again, this time de-mystifying, explaining, and pointing out the ways in which highly successful groups function. As he did in *The Talent Code*, *The Culture Code* is filled with stories, studies, research evidence, pages of notes at the end, and a 20 title list of recommended readings. He even includes “Ideas for Action” at the end of each of the book’s three sections. It is clear from the titles and obvious when the two are placed side by side that these two books are a pair and are intended to be read together. One has a white cover; one has a black cover. In these two books, Daniel Coyle puts it down in black and white. His writing is clear, direct, and so much to the point that the points become (almost) obvious. Read them in either order. They build and complement each other. But do read them – and lay down a little more myelin in your brain as you think about and contemplate what makes great coaching and highly successful teams.

In *The Culture Code*, Daniel Coyle begins, before page one and on a page by itself, by defining the word “Culture:” “CULTURE – from the Latin *cultus* which means care.” The word “culture” also comes from the same root word as the word “cultivate,” meaning to “nurture” or to “care for.” In highly successful groups (and on highly successful teams), people are “cared for,” and “nurtured” by a leader who “cares” about them and who “cultivates” their excellence. The “secrets of highly successful groups,” Daniel Coyle teaches us in this book, is in their “culture code,” meaning in their caring code. Indeed, it is. For the next 243 pages, Daniel Coyle explains how and why this is so. “Culture,” he writes at the end of his introduction “is a set of living relationships working together toward a shared goal. It’s not something you are. It’s something you do”(p. xx).

Read that last sentence again. “Culture [or caring] is something you do.” It is the action that counts. That is why “React” is part of the title of this book review and recommendation. And that is why there are “Ideas for action” at the end of each of the three sections of the book. “Culture [“caring”] is something you do.”

There are three main steps to this “Culture Code” (just as there were three main steps to *The Talent Code*). The first is to begin at the bottom by creating and building within the group a sense of safety and belonging. “Build Safety,” in fact, is the title of his first section. Before they can perform at a high level, group members need to know that they belong to the group and that they are safe here. “The deeper thing to realize is that you can’t just give a cue once. This is all about relationships, conveying the fact

that I’m interested in you, and that all the work we do together is in the context of that relationship” (p. 24). Building this ongoing sense of belonging and safety is not an orientation or an “on-boarding” exercise, it is a way of daily life. “Belonging,” he continues “needs to be continually refreshed and reinforced” (p. 24). Examples abound, starting with the work of the amygdala in our brain and continuing through the Army, the Navy Seals, Pixar, Zappos, the San Antonio Spurs, etc. Highly successful cultures begin with caring, with safety, and with belonging. There is even a discussion of how to give strong, “magical feedback” (p. 56) that leads to improvement. “Building safety,” Coyle writes toward the end of that section

isn’t the kind of skill you can learn in a robotic paint-by-numbers sort of way. It is a fluid, improvisational skill...It requires you to recognize patterns, react quickly, and deliver the right signal at the right time. *And, like any skill, it comes with a learning curve* (p.75). [Italics mine].

In short, building safety and a sense of belonging requires us to learn to “read and react.” And learning this skill takes what Anders Ericsson refers to as “deliberate practice.”

Daniel Coyle titles part II of his book “Share Vulnerability.” Sharing Vulnerability is what the leader does – and it is something that, as coaches, we might not be very good at or accustomed to doing. “It goes against our every instinct” (p. 97), writes Coyle. “So far,” he begins

we’ve spent this book in what you might call the glue department, exploring how successful groups create belonging. Now, we’ll turn our attention to the muscle, to see how successful groups translate connection into trusting cooperation (p. 96).

They do it, he says and illustrates with examples, by sharing vulnerability, especially when the leaders share vulnerability. “Science shows that when it comes to creating cooperation, vulnerability is not a risk but a psychological requirement” (p.111). In another place, he writes: “Vulnerability doesn’t come after trust – it precedes it”(p. 107). What is true for individuals is also true for groups. Cooperation, trust...what we might call “teamwork” follows a pattern of shared, sometimes risky, and generally rewarding mutual vulnerability. In one way of looking at it, this is what teams and seasons are about: approaching a risky endeavor together in which everyone shares some vulnerability. Becoming highly successful only comes about through trusting one another and working together without reservation toward a mutually shared goal. In highly successful groups, you don’t “focus on yourself,” you “focus on the team and the task” (p.121). In the book, he is talking about the Navy Seals in this sentence, but we get the point as it relates to our teams as well.

“One of the best ways I’ve found to improve a team’s cohesion,” he writes “is to send them to do some hard, hard training”(p. 140). Check. We’ve all got that one. And we all know how much good, in addition to improved fitness, can come out of a hard training camp. “Embrace the discomfort”(p. 166). “The key,” he writes, “is to understand that the pain is not a problem but the path to building a stronger group”(p. 166). It’s not all just hard physical work either. The shared vulnerability necessarily involves having the courage to face the hard truth and to tell it to each other(p. 147) – a skill already learned in the safety and belonging stage. A leader who admits to a mistake, who listens to and accepts ideas from others not only shares and communicates vulnerability, s/he also builds trust and cooperation within the team at the same time. One term for this kind of leadership and coaching is “Servant Leadership.” It is a kind of leadership that can be very effective in our sport. In short, read the cues (results/data...) and react in a way that focuses on the goal, shares vulnerability, builds trust, and moves forward with a clear focus.

Part III – “Establish Purpose” sounds a little like. and is a little reminiscent

of, the “motivation/ignition” section of *The Talent Code*. In simple terms, Coyle notes that successful groups define their purpose clearly, and tell their story often. “Purpose isn’t about tapping into some mystical internal drive but rather about creating simple beacons that focus attention and engagement on the shared goal”(p. 180). Everyone in the group or on the team needs to know the purpose and mission of the group and to see it often. They need to see and know the organization’s priorities, so that they know how to act and what to do in every situation. “High purpose environments are filled with small, vivid signals designed to create a link between the present moment and the future ideal”(p. 180). “Successful cultures,” he emphasizes, “relentlessly seek ways to tell and retell their story”(p. 180).

Telling and retelling the story of where we are as a group and where our ideal-and-achievable goal will take us builds group awareness and cohesion through the process of “mental contrasting” (p. 181). This constant focusing and refocusing attention on the contrast between where we are now and where we want our group/team to be builds energy, commitment, motivation, and teamwork. When the story is the same story in everyone’s mind, it becomes the team’s story and the team’s reality. There is no need for goal setting in the traditional way with this approach. The contrast between the obstacles we face here and now and the clear, specific, achievable goal we want to reach is enough. “The surprising thing, from a scientific point of view, is how responsive we are to this pattern of signaling”(p. 180).

All this may sound simple, but it isn’t. It takes a lot of work, a lot of deliberate practice and a lot of attention to detail. “It’s not as simple as carving a mission statement in granite or encouraging everyone to recite from a hymnal of catchphrases [although repeated catch phrases can help, he says, p. 231]. It’s a never-ending process of trying, failing, reflecting, and above all learning (p. 228).” Try, fail, reflect, learn, and repeat -- again and again until you get it right – one small successful step at a time. This is exactly what Anders Ericsson means by “deliberate practice.” And, Coyle argues, this is also exactly what highly successful groups do in order to become highly successful.

When we look at our seasons, our years, and even our practices, we come up against this last sentence over and over again. Our team and our team goal for each year is our “high purpose environment.” Our daily and seasonal coaching is our “never-ending process of trying, failing, reflecting, and above all learning.” And for our team members, it is the same story: a “never-ending process of trying, failing, reflecting, and above all learning.” Ideally, that is why we have so many “repeats” in our workouts. Practice by practice, day by day, instruction by instruction, a team and a coach build their highly successful season together, one small successful step at a time. Amen to all that. Coaching is like that. Coaches “read” what the team is doing and “react” with the next instruction over and over and over again throughout this and every season. Coaching is reading and reacting.

“Writing a book,” Coyle writes at the beginning of his Epilogue “leaves a person changed” (p.237). I have been changed by reading this book. I hope you will be too. I have left out of this review lots and lots of his practical coaching and leadership advice. The book is filled with it. At one point near the end, he even charts different strategies for leading for “proficiency” vs.

leading for “creativity.” With our drills and our biomechanics, we may be more on the “proficiency” side, but that too is for you to determine as you read and react to this book.

One final note of swimming trivia: In his acknowledgments section (p. 246), Daniel Coyle thanks our 2016 Head Olympic Coaches, Bob Bowman and David Marsh. He does not mention them by name in the text, but it is intriguing to note that he has paid attention to our sport while doing his research for this book. I hope you enjoy reading and reacting to this book.



# ASCA Membership Application

Mail to: American Swimming Coaches Association  
5101 NW 21st Ave., Suite 530, Ft. Lauderdale, FL 33309  
Phone: (800) 356-2722, (954) 563-4930 | Fax: (954) 563-9813  
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Applying as:  New Member  Renewal (Current)  Renewal (Old)  Renewal (Early) Exp. Date \_\_\_\_\_

Method of Payment:  Check

Number \_\_\_\_\_ Exp. Date \_\_\_\_\_

Signature \_\_\_\_\_

## CODE OF ETHICS

This section must be signed to be considered for FULL Membership in the American Swimming Coaches Association.

I have read and agree to abide by the American Swimming Coaches Association's Code of Ethics for Swim Coaches. If you need a copy please call 1 (800) 356-2722.



Coach's Signature

## MEMBERSHIP OPTIONS — PLEASE CHECK

SPECIAL NOTE: Full and Associate members both receive 6 magazines, 12 newsletters, and the Journal of Swimming Research. Full members must agree to the criteria for full ASCA membership and sign the code of ethics.

### United States Membership:

- Full ASCA Membership \$88
- Life ASCA Membership \$880
- Life Plus ASCA Membership \$2,200 (Life Plus includes World Clinic Registrations and Certification Schools)
- Associate ASCA Membership \$88 (Associate Membership is available to all swimming enthusiasts not pursuing certification credentials.)

### Joint Memberships:

- ASCA (Full)/WSCA (US) \$88
- ASCA (Associate)/WSCA (US) \$88
- ASCA (Full)/NISCA \$138 (Note: NISCA expires in October)
- ASCA (Associate)/NISCA \$138 (Note: NISCA expires in October)

### International Membership:

- ASCA Membership \$132 Magazine and Newsletter shipped bimonthly via air mail with selected articles, editorials and information on coaching periodically via email.
- Life ASCA Membership \$1,650
- Life Plus ASCA Membership \$2,750 (Life Plus includes World Clinic Registrations and Certification Schools)

### International Joint Memberships:

- ASCA/WSCA \$132 Magazine and Newsletter shipped bimonthly via air mail

### Current Coaching Positions:

#### USA-S

- Age Group
- Senior

#### High School

- Boy's
- Girl's

#### NCAA

- Div I
- Div II
- Div III

#### Jr. College

- Men's
- Women's
- YMCA
- Masters

Other: \_\_\_\_\_

# 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.



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# ON-LINE Certification Schools & Video Courses

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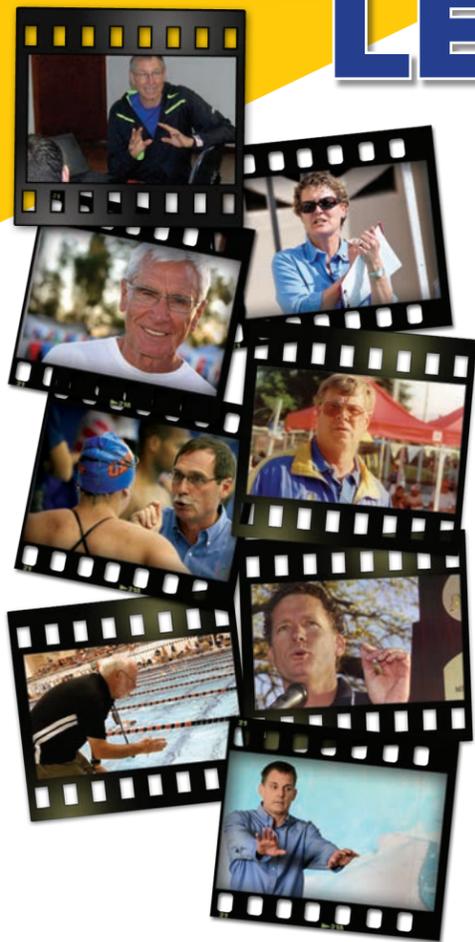
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ASCA Online Education now includes an ever-growing collection of online video presentations. Analyze the excellence of the best swimmers in history. It is a must-experience for all swimming coaches.

The Levels 1, 2, and 3 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!**



### **Certification is Evolving!**

The Certification Program of the American Swimming Coaches Association is changing as of Feb. 1, 2018! 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!

The only thing you will notice is that on your NEXT level, you will find It Says:

Coach Josephine Jones – Level 4 PERFORMANCE USA-Swimming.

The three legs of the certification stool have always been ACHIEVEMENT, EDUCATION and EXPERIENCE. (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.")

Beginning Feb. 1, 2018

### **ASCA Will Recognize Education as its own Category!**

So, 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.)

#### **Requirements for Level 3 Education category:**

Completion of all Five Required Education Courses and completion of 3 Enrichment courses of the available list. (Completion means passing the test.)

#### **Requirements for Level 4 Education category:**

Completion of all Five Required Education Courses and completion of 4 Enrichment courses of the available list.

#### **Requirements for Level 5 Education Category:**

Completion of all Five Required Education Courses and completion of 5 Enrichment 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.

**Example: Your Certificate might say:**

**"Coach Todd Smith – Level 4 Education/Level 3 Achievement"**

**Or "Coach Ellen Jones – Level 5 Education/Level 4 Achievement."**

**If you are a Level 2 coach with no achievements yet, your Certificate would read:**

**"Coach Ted Danson – Level (3) (4) (5) EDUCATION"**

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.)

Our International Members may also participate in this Certification opportunity in the exact same way.

**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.**

**All the Best, John Leonard, Executive Director since 1985.**

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